COLLEGE OF THE CANYONS

2026-27

OTA Student HANDBOOK







Rev. 8/6/2026

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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WELCOME TO THE OCCUPATIONAL THERAPY ASSISTANT PROGRAM

Welcome to the start of an exciting adventure in becoming a skilled and compassionate occupational therapy assistant! We're absolutely thrilled to have you join our energetic and supportive community here at College of the Canyons.

You're about to embark on a journey that's all about learning, growing, and making a real difference in people's lives. Our passionate faculty and staff are here to guide you every step of the way—helping you gain the knowledge, hands-on skills, and confidence you need to shine in this rewarding career.

From hands-on learning experiences to clinical rotations, you'll dive into all the fun and challenges that make occupational therapy such a dynamic and fulfilling field. Plus, our cutting-edge facilities and equipment will give you everything you need to feel prepared and empowered as you move forward.

We know starting something new can feel exciting and maybe a little nerve-wracking, but don't worry—we've got your back! Whether you have questions about coursework, fieldwork placements, or just want to chat with your peers, we're always here to help. You're never alone on this journey.

As you begin, don't forget to soak in all the opportunities that come your way. Your enthusiasm and commitment to helping others will have a ripple effect, touching so many lives as you grow in your role as an occupational therapy assistant.

So, once again, **welcome to the Occupational Therapy Assistant program** at College of the Canyons! We're so excited to have you with us and can't wait to watch you achieve your goals, have fun, and make lifelong memories along the way.

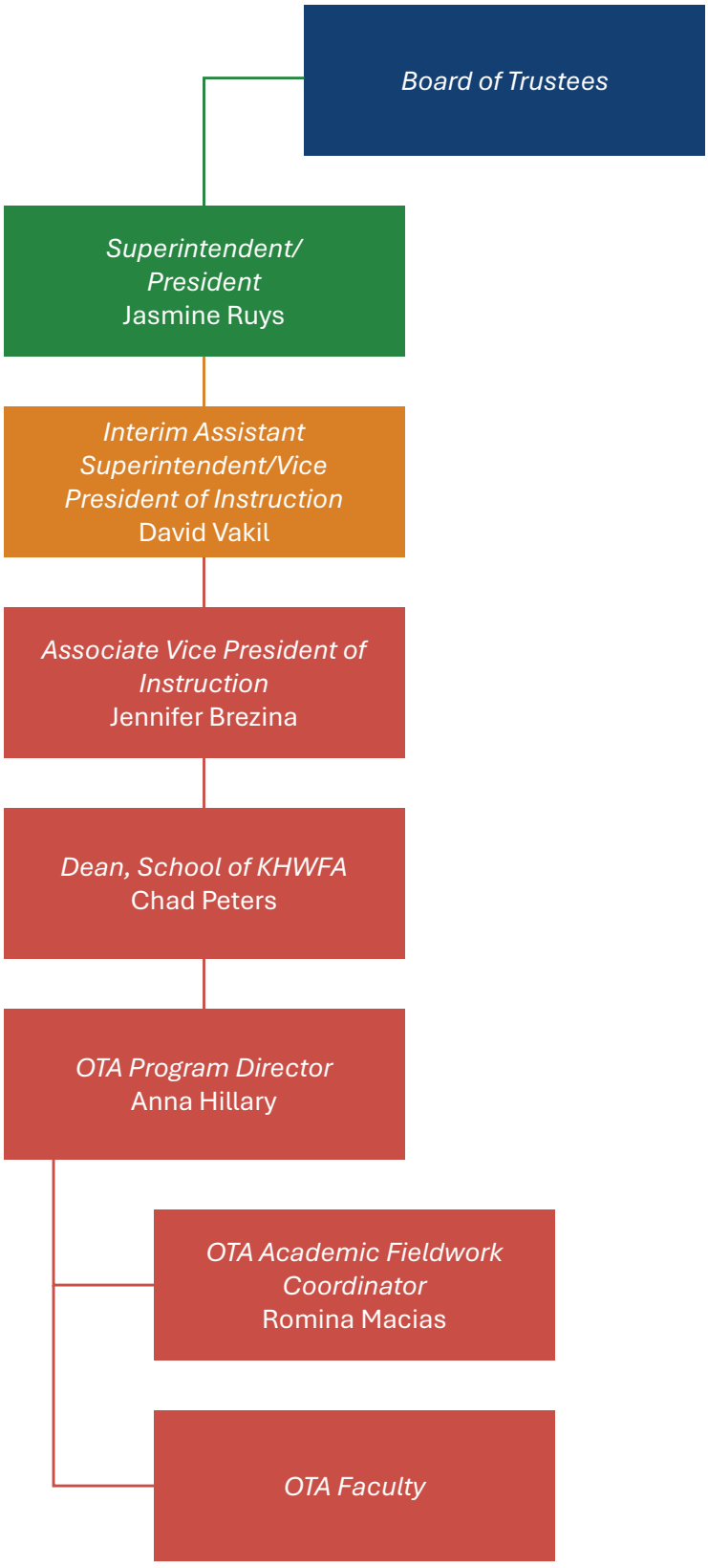


Anna Hillary, MA, MS, COTA/L, FE
Assistant Professor OTA Program Director

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 MISSION STATEMENT, GOALS, AND OBJECTIVES

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.

GRADUATION REQUIREMENTS

Associate in Science Degree: Occupational Therapy Assistant (Awarded by College of the Canyons)

Please see the Commencement page of Campus Life and Student Engagement's website for more details: https://www.canyons.edu/studentservices/campuslife/events/commencement.

The Board of Trustees of the Santa Clarita Community College District, as authorized by the Board of Governors of the California Community Colleges, shall confer the degree of Associate in Science in Occupational Therapy Assistant upon students who have satisfactorily completed all degree requirements. Please refer to the college catalog for specific degree or certificate program requirements.

Graduation ceremonies are held at the end of the Spring semester each year. Students who have submitted a petition to graduate for the Fall, Spring, or Summer terms are eligible to participate in the ceremony. You must submit a petition for an associate degree at the counseling office by the end of the fifth week of the term in which you plan to graduate. You may track your program progress via the MAP tile in My Canyons to ensure you are completing your degree requirements. For further assistance, schedule an appointment with a counselor.

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

Requirement	Estimated Cost / Notes
Complio account (background check and drug screen test)	Approximately $120
Exxat account (Level I & II Fieldwork centralized records and time tracker)	Approximately $175
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)

Date	Event
Summer 2027	
June 7	Start of Summer Session
June 18	Juneteenth (Friday)
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. College of the Canyons 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.

SUPPORT SERVICES AND PROGRAMS

College of the Canyons has an extensive number of support services to help students succeed and thrive. For complete information, see the college catalog.

ACADEMIC ACCOMMODATIONS CENTER (AAC)

College of the Canyons (COC) provides academic accommodations to ensure that students with verified disabilities have an equal opportunity to participate in college courses. COC and the Academic Accommodations Center (AAC), formerly known as DSPS, are dedicated to providing quality services to meet the needs of COC students with disabilities.

The core mission of the AAC is to provide academic adjustments, auxiliary aids, services, and/or instruction that are directly related to the educational limitations of each student with a disability. Our work is guided by the antidiscrimination aims of the Americans with Disabilities Act, Section 504 and Section 508 of the Rehabilitation Act of 1973, and Title 5 of California Education Code. We provide counseling to assess educational limitations, and provide legally mandated reasonable accommodations which empower students to pursue their higher education goals.

The AAC provides reasonable accommodations to students with a wide range of documented disabilities (e.g., physical, cognitive, mental health, communicative, and learning impairments) who are enrolled in classes at COC. Services are available to any student who finds her, his, or their disability to be a barrier to achieving their educational goals. However, only those students who identify themselves to the college and present appropriate documentation of a disability are eligible for accommodations. Participation in the AAC is completely voluntary.

Students with disabilities are encouraged to contact the AAC office as soon as they apply to the college. To be eligible to receive services students must 1) provide disability verification (e.g., an IEP, a 504 Plan, or medical records [an educational psych report] from a physician, psychiatrist, or licensed therapist) and 2) meet with an AAC counselor for an intake appointment. AAC students are required to meet with an AAC counselor once per academic year (between early June at the start of the summer semester and January or February at the start of the Spring semester) to update their accommodations. Services may include:

- Test proctoring in quiet rooms with extended time
- Alternate format services (e-text, large print, Braille)
- Assistive technology instruction
- Computer lab with assistive software (speech-to-text, text-to-speech, magnification, etc.)
- Priority registration
- Notetaking support (e.g. recorders, Livescribe Pens, volunteer notetaker)

- Computer Aided Realtime Translation (CART)
- Sign language interpreters
- Specialized furniture
- Disability management counseling
- Liaison to campus programs and departments

The AAC serves as a liaison with the campus and community agencies, on behalf of students with disabilities. Students can visit the AAC in Seco Hall, Room 103 on the Valencia campus or call 661-362-3341 or email AAC@canyons.edu. Students may also visit us at the Canyon Country campus in the Student Services Learning Resource Center rooms 108, 109, or 110.

Students with verifiable disabilities who do not wish to avail themselves of the services of the AAC may still be eligible for reasonable accommodations and services. Contact the dean of student services at (661) 362-3260 or email us at aac@canyons.edu and state that you desire accommodations separate from the AAC.

BOOKSTORE

The College of the Canyons bookstore, located in Room STCN-134A of the Student Center building on the Valencia campus, serves the general needs of the student body. The College of the Canyons bookstore is your source for rental, digital, used and new books. The store stocks current semester textbooks, reference materials, paperbacks, clothing, gifts, school supplies and snacks for sale to students, faculty and campus visitors.

HOURS

Please visit the College of the Canyons bookstore website at www.canyons.edu/bookstore or call the bookstore at (661) 362-3255 for current store hours.

BUYBACK

The best time for students to sell back their books and potentially receive up to 50% of the retail price back is during finals week in May and December. All books sold back must be in good condition without water damage, missing pages or excessive writing. The covers of the books must be in good condition without tears or spine damage.

WEBSITE

Textbooks, COC clothing and gifts and school supplies may be purchased 24 hours a day at the bookstore website at www.canyons.edu/bookstore. Customers can request that orders be picked up at the Valencia campus bookstore location or shipped for their convenience. Please visit the website for additional information and updates including current store hours.

The bookstore app can also be downloaded to your Android and Apple phone to keep you current on the status of your online orders and store promotions. Click on the App Store and search for My College Bookstore.

REFUND POLICY

Textbooks: Full refund, if returned within the first week of class, in your original form of payment with a receipt.

- With a proof of schedule change, a full refund will be given in your original form of payment with a receipt during the first 30 days of classes.
- No refunds or exchanges given on textbooks without a receipt.
- No refunds given on custom course materials, outlines or study guides.
- Textbooks must be in original condition with no opened shrink-wrap for full refund.

All Other Merchandise: Full refund in your original form of payment with a receipt within 30 days of purchase.

- No refunds given on prepaid phone cards.
- All merchandise must be in original condition with a receipt.

CALWORKS PROGRAM

CalWORKs is a state-funded program that provides supportive services and encouragement to students who receive cash aid (i.e. TANF) and are the parent of a dependent child. The program provides support to qualified students in the attainment of their educational goals and in their transition from community college to work or to the university. Students may receive:

- Priority registration
- Work-Study opportunities that ensure all earnings are 100 percent exempt from cash aid.
- Personal, vocational, academic and career counseling in a supportive and informative environment that encourages student success.
- Confidential liaison between program participant, the college, the Department of Public Social Services (DPSS), GAIN and other agencies.
- Referral to on and off campus resources and agencies when needed.
- Facilitation of supportive services and comprehensive case management.

CALWORKS ELIGIBILITY CRITERIA

1. The student must be a legal resident of the State of California.
2. The student must be on cash aid (i.e. TANF).
3. The student must be in compliance with DPSS and GAIN program requirements.

The student must attend the CalWORKs orientation and complete the onboarding process.

4. The student must be in compliance with the college CalWORKs program requirements.
5. The student must maintain normal progress (as defined by college policies) toward a certificate or degree leading to employment while maintaining a satisfactory grade point average of 2.0 or higher.

CalWORKs is part of the Empowerment Programs. To connect with our office, we are available in the Student Support Center (SSC) 117 on the Valencia campus, Monday - Friday, and the Student Services & Learning Resources (CCSS) building on the Canyon Country campus, on Tuesdays or by appointment, by calling (661) 362-3271. Information is available at www.canyons.edu/calworks.

CAMPUS SAFETY

The Campus Safety department is committed to providing and maintaining a safe and secure instructional environment while respecting the rights and dignity of individuals utilizing programs and facilities of College of the Canyons. The mission shall be accomplished within the constraints of federal, state and local laws and ordinances. Valencia campus: Campus Safety Office X-8, 661-362-3229, On-duty cell: 661-510-3882.

If there is no one in the office, you may reach Campus Safety through the Communication Center by dialing 0 or, if it is an emergency, dial 9-1-1.

CANYONS PROMISE

Canyons Promise is dedicated to expanding student resources by removing financial obstacles and barriers to student services that often inhibit student access to higher education. The program provides incoming, qualifying first-time college students for the fall semester the opportunity to attend College of the Canyons tuition free for their first two years (fall and spring semesters only). Exclusively for first-time college students who enroll full-time, Canyons Promise provides the financial support, high-touch academic/counseling contact, and peer collaboration proven to increase student success.

Applications for the following year are accepted in the spring semester. For more information visit www.canyons.edu/Promise.

CHILDCARE ON CAMPUS

The Children's Program in the Valencia campus Center for Early Childhood Education has childcare openings for financially qualified student-parents of children 12 months to five years of age. The Children's Program on the Canyon Country campus has childcare openings for financially qualified student-parents of children three and four years of age.

Students and staff/employees who do not financially qualify for subsidized childcare will receive priority status on the waitlist for childcare with a monthly tuition fee. Childcare is open to students, staff/employees and community members.

For information on morning, afternoon or all-day sessions and/or to see if you qualify, please call (661) 362-3501. Under various state-funded programs, free and sliding scale enrollment may be possible. Openings are limited and subject to specific state requirements.

COOPERATIVE AGENCIES RESOURCES FOR EDUCATION (CARE)

CARE is a state-funded program dedicated to assisting single parents who receive cash aid. Since 1998 CARE has been a joint effort between the California Employment Development Department, Department of Public Social Services, California Community College Chancellor's Office, and College of the Canyons to help the student reach their educational and career goals. CARE offers academic, economic, and emotional support to the student who is on the road to becoming independent. CARE emphasizes services to ensure student success and is sensitive to the student's needs. Qualified students may receive, but are not limited to:

- Counseling
- CARE peer advisement
- Book vouchers
- CARE unmet need grant
- Car repair reimbursement
- Parenting workshops

- Mental health & wellness referrals
- Referral services
- Self-care
- Other services, as determined by need eligibility criteria

To be eligible for CARE, a student must:

- Apply for financial aid
- Be EOPS-eligible
- Be single and head of household
- Be 18 years of age or older

  Note: if you are married but your partner is currently incarcerated, you may be considered head-of-household by the county.
- Have a dependent child in your custody
- Be enrolled full time (12 units or more)
- Be pursuing a certificate, associate degree, or a transfer program
- Be a legal resident of California for over a year
- Receive current assistance from CalWORKs, TANF, or CARE. (ATTENTION: Student or child must be receiving cash aid).

CARE is part of the Empowerment Programs. To connect with our office, we are available in Student Support Center (SSC)-117 on the Valencia campus, Monday - Friday, and the Student Services & Learning Resources (CCSS) building on the Canyon Country campus, on Tuesdays or by appointment by calling (661) 362-3279. Information is available at www.canyons.edu/eops.

COUNSELING OFFICE

The mission of the counseling office is to provide College of the Canyons (COC) students educational, career, and personal counseling related to academic performance. Their purpose is to empower students by providing COC program information and counseling students to establish goals, evaluate options, develop an educational plan, and learn to study effectively so they may reach their educational and career goals. Counselors also facilitate student success workshops focusing on academic and career along with teaching counseling courses.

All students who wish to be admitted to the OTA program should meet with a counselor for educational planning prior to the end of their first semester. Counselors are available for individual counseling appointments, with in-person or online options.

Students should contact the counseling office at the Valencia campus or visit the counseling office webpage at www.canyons.edu/counseling to schedule a counseling appointment.

CAREER SERVICES

Career Services offers a variety of services for current students and alumni. Career Services assists students with job seeking and internship seeking support. A job developer can help students with full and part-time employment, and internship exploration. Job and internship search assistance includes resume and cover letter development and critique, interview prep, and new job and internship opportunities posted daily. Career Services utilizes LinkedIn as a key tool for job search and allowing students to manage their professional and alumni profile after college. A variety of workshops and orientations are provided throughout the year as well as a variety of focused job fairs for COC students. Career Services continues to offer the fall

and spring job fairs open to students and the community. In-person and virtual appointments are available to meet with a job developer by calling (661) 362-3286 or stop by the Career Services, located on the Valencia campus in X-6. Career Services can also be reached by emailing CareerServices@canyons.edu or internships@canyons.edu.

EXTENDED OPPORTUNITY PROGRAMS AND SERVICES (EOPS)

The Extended Opportunity Programs and Services (EOPS) is a state-funded retention program that has existed in California community colleges for over 50 years. EOPS recruits and supports in the transition to work or to a university, those students who are eligible. The program's goal is to serve and encourage students from various backgrounds to continue their education at the community college level. The specific responsibility of EOPS is to develop programs, services, techniques, and activities that are over and above traditional college programs. Qualified students may receive, but are not limited to:

- Academic, vocational career counseling
- Peer advisement
- Priority registration
- Meal cards
- Financial aid referrals
- Transfer assistance
- Tutoring
- Textbook vouchers/grants
- School supplies
- Computer/Laptop access
- College survival workshops
- Life & study skills workshops
- Culturally responsive activities
    - Study center
    - Other services as determined by need

EOPS ELIGIBILITY CRITERIA

1. Full-time student (minimum 12 units OR minimum 6 units if connected to Academic Accommodations Center – formerly DSPS)
2. California resident for tuition purposes (permanent resident, AB540/SB68/AB2000, etc.)
3. Eligible for the California College Promise Grant A, B, or D (CCPG), formerly BOG Tuition Fee Waiver
4. Have completed fewer than 70-degree applicable units from all colleges/universities attended
5. Have an educational need according to EOPS regulations EOPS applications and further information are available on our EOPS website.

EOPS is part of the Empowerment Programs. To connect with our office, we are available in Student Support Center (SSC)-117 on the Valencia campus, Monday - Friday, and the Student Services & Learning Resources (CCSS) building on the Canyon Country campus, on Tuesdays or by appointment by calling (661) 362-3279. Information is available at www.canyons.edu/eops.

FINANCIAL AID AND SCHOLARSHIP PROGRAMS

Federally and state-funded student financial aid provides access to a college education to those students who otherwise would not be able to afford one. The Financial Aid Office provides a complete array of student services that are designed to help students with educationally related expenses pay for their college education. COC participates in these financial aid programs:

- California College Promise Grant
- Cal Grants
- Federal Pell Grant
- Federal Supplemental Educational Opportunity Grant
- Federal Work-study
- Federal Direct Loans - Subsidized - Unsubsidized - PLUS (Parent Loan for Undergraduate Students)
- Student Success Completion Grant

Grant, loan or work-study job opportunities may be available to any COC student who establishes financial need by completing the financial aid process. Students must complete a financial aid application online at www.fafsa.gov. Eligible students will be awarded financial aid through various types of programs as funding is available. Eligible applicants will be expected to maintain standards of progress to remain eligible for financial aid. Additional information and criteria for each of the grant, loan and work study programs can be obtained on the College of the Canyons Financial Aid webpage at www.canyons.edu/money4college. Additional information regarding financial aid services is available in the Financial Aid Office located in CHCS-142, or by calling (661) 362- 3215, or email at finaid@canyons.edu. On the Canyon Country campus go to CCSS 2nd floor or call (661) 362- 3215.

CALIFORNIA COLLEGE PROMISE GRANT (CCPG)

The California College Promise Grant (CCPG) program waives enrollment fees for eligible students for the academic year. A student may receive a waiver for any number of units, with no minimum. The CCPG waives ENROLLMENT FEES only. Students are responsible for paying any fees not covered by the CCPG at the time of registration to avoid being dropped for non-payment. Students must meet academic and progress standards at COC in order to remain eligible for the fee waiver.

Students can apply for the CCPG by completing the Free Application for Federal Student Aid (FAFSA) at www.fafsa.gov. For more information on the CCPG program, visit the Financial Aid Office website at www.canyons.edu/money4college.

GRANTS

A grant is an award, based upon demonstrated financial need and other criteria, that does NOT have to be repaid. The college participates in the Federal Pell Grant, Federal Supplemental Educational Opportunity Grant, Cal Grants, and Student Success Completion Grant.

LOANS

Low-interest loans made by the federal government, are available to students to help pay for education costs. College of the Canyons offers three types of Federal Stafford student loans – subsidized, unsubsidized and PLUS loans. The Stafford student loans must be repaid by the student usually beginning six months after leaving college. Current and former students who are in default on their Federal Stafford Loan will not be permitted to receive financial aid, grades, transcripts, or diplomas, nor will copies of their grades be forwarded to other institutions.

SCHOLARSHIP PROGRAMS

College of the Canyons offers two types of scholarship programs:

College of the Canyons Scholarship Awards

Students applying for the annual College of the Canyons scholarship awards program must submit an online scholarship application. Applications are available annually in February at www.canyons.edu/scholarships. Student notification is in May for awards which will be disbursed in the following academic year.

Outside Scholarships

In addition to the annual program for students, many community groups and organizations also sponsor student scholarships as a means of expressing confidence in College of the Canyons students. Scholarships usually range in amounts from $200 to $2500 and are made available intermittently throughout the year. Student eligibility varies according to each individual scholarship; therefore, scholarship applications must be filed for each individual scholarship for which the student wishes to be considered. Scholarship deadlines vary. Scholarships have pre-established criteria which may include any or all of the following: academic merit, specific educational major, financial need, college/community involvement, and/or transfer to four-year college/university. Scholarship applications may also require letters of recommendation.

An up-to-date listing of available scholarships is available on the Financial Aid webpage at www.canyons.edu/money4college. Further information is available from the Financial Aid Office which is located in CHCS-142, (661) 362-3215.

Student Employment - Work-Study

The Federal Work-Study program (FWS) allows students to earn money for their educationally-related expenses through a variety of on-campus work-study positions. These positions are usually tied to community service or to the student's educational major. Federal work-study is awarded through the FAFSA application and funding is limited. While participating in the FWS program, a student must be enrolled at least half-time (six or more units) and maintain a minimum 2.0 GPA.

LEARNING RESOURCES

The primary goal of learning resources is to support the college curriculum. To achieve this goal, learning resources, primarily through the Library and the Tutoring & Learning Center (TLC) lab, provides services and materials to assist instruction, enhance student success, and support life-long learning.

LIBRARY

The college library serves students, staff, faculty, and the community. Services include reference assistance, instruction, copy machines, group study rooms, course reserves, and interlibrary loans. Printing from many computer stations is possible with the purchase of a print card in the library or TLC Lab. Materials include books, magazines, and newspapers; audiovisual media such as DVDs and CDs are also available. A number of online databases are accessible to students, faculty, and staff on campus and at home; these include Academic Search Complete, JSTOR, Nexis Uni, ProQuest, and the EBSCOhost eBook Collection. The library website, with links to online databases, the online catalog, and many special resources, can be accessed at https://www.canyons.edu/library.

TUTORING - THE TUTORING & LEARNING CENTER (TLC)

The Tutoring & Learning Center (TLC) provides free tutoring and academic support for College of the Canyons coursework in mathematics, writing in any discipline, computers and many other fields for students registered at COC. Drop-in tutoring takes place both in-person and online. The TLC offers supplemental

learning in the form of group workshops, Guided Learning Activities (GLAs), and math test review jams. The TLC's writing center offers specialized services for international students and students for whom English is not their primary language.

Students can use the TLC computers equipped with multimedia (MACs and PCs), computer science, web development, Microsoft Office, and other software required for a variety of coursework. Other services for students include Canvas support and test proctoring for COC and outside university classes.

The Valencia campus TLC is located adjacent to the Library in LTLC-126. The Canyon Country campus TLC is located in CCSS-306. Student ID card is required. For further information please visit The Tutoring & Learning Center's webpage at www.canyons.edu/TLC or call (661) 362-3351.

STUDENT HEALTH AND WELLNESS CENTER

The mission of the Student Health & Wellness Center (SHWC) is to keep students physically and emotionally healthy so they can succeed in school and life. Quality clinical and mental health services, innovative health promotion activities, and referrals to on and off campus resources are offered. The health center provides assistance with securing affordable health insurance, homelessness, and food insecurity. All services are provided in a caring, confidential, cost effective and convenient manner for eligible COC students.

ELIGIBILITY

Full-or part-time students, who have paid enrollment fees and are currently enrolled and active in classes are eligible for services.

COST

No charge is made for most services. A nominal fee is charged for certain laboratory tests, immunizations, and prescription medications.

PERSONNEL

The SHWC has a registered nurse and/or nurse practitioner/physician assistant, medical assistant, and mental health counselors/interns. Most services are available by appointment during Student Health & Wellness Center hours.

SERVICES INCLUDE

- Treatment of acute illness and minor injuries
- Mental-health counseling
- Blood pressure checks
- Family planning: information, pap tests, birth control, pregnancy tests
- Screening and treatment for sexually transmitted infections
- Assistance with Covered California, Medi-Cal, and Family PACT applications
- Vaccinations
- Referrals to physicians and other community agencies
- First aid
- T.B. assessment/skin test
- Laboratory testing

Treatment of a Minor

Any student under the age of 18 is required to have a parental consent form signed prior to receiving treatment, except in emergencies or cases exempted by state law. A minor student's parent must sign permission for treatment at time of enrollment.

ACCIDENT INSURANCE

Accident insurance is included in the student health fee and provides on-campus accident coverage while attending college or college-sponsored activities. It is recommended that each student carry voluntary insurance coverage for off-campus emergencies and illnesses.

Information on various health insurance options may be obtained in the Student Health & Wellness Center, Student Center, room STCN-122 on the Valencia campus. Call (661) 362-3259 for further information.

HEALTH RECOMMENDATION

Each student should be free from any communicable disease. It is strongly recommended that student immunizations are current, including two doses of the measles-mumps-rubella vaccine and a tetanus-diphtheria-pertussis (Tdap) vaccination within the past 10 years.

LOCATION

Valencia Campus
Student Health and Wellness Center
Student Center Room 122
(661) 362-3259

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
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 clinical 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.
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.

Number	Title	Description
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 clinical practice. Students work full-time for eight weeks in diverse clinical 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.
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 clinical 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.

OTA PROGRAM POLICIES AND PROCEDURES

ADMISSIONS POLICIES

The Occupational Therapy Assistant program uses a selection process shown in the academic literature to have predictive value for both academic and National Board for Certification in Occupational Therapy (NBCOT) exam success regardless of the type of program, gender, or ethnicity.[1] Candidates are eligible based on scholastics, a placement examination used for allied health programs such as nursing, and personal factors.

ACADEMIC PREREQUISITES FOR ADMISSION TO THE OTA PROGRAM

To be considered for admission to the OTA program, a prospective candidate must:

1. Show proof of graduation from an accredited high school or the equivalent (GED).
2. Have completed the following courses with a grade of C or better before applying to the program*. These four courses must meet an average of 2.5 GPA to be eligible to apply to the program.
    a. ENGL 101 (English Composition)
    b. HLHSCI 249 (Medical Terminology)
    c. Either BIOSCI 201 (Anatomy) and BIOSCI 202 (Physiology) or BIOSCI 204 (Anatomy and Physiology I and BIOSCI 205 (Anatomy and Physiology II)‡
    d. PSYCH 172 (Developmental Psychology)
    e. PSYCH 101 (Intro to Psychology) or PSYCH 240 (Abnormal Psychology) or SOCI 101 (Intro to Sociology) or ANTHRO 103 (Cultural Anthropology)
    f. COMS 105 (Fundamentals of Public Speaking)
    g. MATH 140 (Introductory Statistics)

The College of the Canyons Occupational Therapy Assistant program does not accept applications with prerequisite courses that are in progress. All required prerequisite courses must be fully completed and final grades must be posted before submitting an OTA program application. Applications that include in-progress prerequisite coursework will not be considered for admission. Applicants are encouraged to plan accordingly to ensure all prerequisite requirements are satisfied prior to the application deadline.

‡There is a five-year recency requirement for Anatomy and Physiology courses only.

3. Have achieved an overall college GPA of 2.5 or better.
4. Qualified applicants are required to take the ATI TEAS (Test of Essential Academic Skills) and achieve an “Adjusted Individual Total Score” of 62% or greater. The TEAS is a standardized test used by many nursing and allied health programs to assess a candidate’s readiness for their programs. Once applicants have been notified by the OTA program office that they have qualified and received an invitation to test, they may schedule the TEAS exam at a testing location convenient to them. Applicants are responsible for arranging their own testing appointment and paying the examination fee, which is approximately $70. Students will be allowed to take the TEAS exam twice only. For more information about the TEAS test and to register for the exam and pay for it yourself after you’ve been notified that your application is accepted if that is your choice, please go to https://atitesting.com/teas/register.
5. Transfer of credits from other Occupational Therapy Assistant programs will not be accepted. Additionally, experiential learning cannot be used as a substitute for any OTA courses throughout the entirety of the OTA program.

INFECTION CONTROL GUIDELINES

Admitted students to the OTA program must:

1. Pass a medical examination completed on the School of Health Professions form and be able to meet:
2. Meet the Technical Standards for the OTA program (p. 58)
3. Show proof of immunity (not just vaccinations) for the following diseases:
4. MMR (Measles, Mumps, and Rubella)
5. Varicella
6. T-dap (within the past 10 years)
7. Hepatitis B*
8. Flu (Yearly/Seasonal)*
9. COVID-19**
10. TB Test
11. PPD Skin Test, or,
12. QuantiFERON Gold Blood Test, or,
13. Chest x-ray within the past 3 years

*Note: Some clinical 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.

**Note: Only some clinical sites require COVID-19 immunizations and boosters.

SCHOLASTIC ELIGIBILITY FOR ADMISSION TO THE OTA PROGRAM

Scholastic eligibility is determined through a multicriteria formula that calculates the candidate's probability of successfully completing the OTA program, including the following criteria:

1. Anatomy and Physiology courses GPA
2. Overall GPA. The college GPA as it appears on college transcripts, excluding non-credit and not-for-credit courses
3. Assessment Test (TEAS) score

OTHER SELECTION CRITERIA

Final selection to a OTA cohort is made via a multicriteria formula that is compliant with Education Code § 78262.1 (b)(1) and that includes scholastic eligibility and assessment test scores, plus the following:

1. Prior academic degrees
2. Work experience on the field
3. Personal factors as listed in the law

Candidates are reminded that the COC OTA program has yet to achieve Candidate for Accreditation status, which is required prior to implementation of the technical phase of the program; therefore, no students will be enrolled in technical courses until Candidate for Accreditation status has been achieved. Please see the notice on page 2 and the Programmatic Accreditation section of this Handbook

ACADEMIC HONESTY

Students are expected to do their own work as assigned. At College of the Canyons (COC), we believe that academic integrity and honesty are some of the most important qualities college students need to develop and maintain. To facilitate a culture of academic integrity, COC has defined plagiarism and academic dishonesty. Due process procedures have been established when plagiarism or academic dishonesty is suspected.

At COC, we define plagiarism as follows: Plagiarism is the submission of someone else's work or ideas as one's own, without adequate attribution. When a student submits work for a class assignment that includes the words, ideas, or data of others, without acknowledging the source of the information through complete, accurate, and specific references, plagiarism is involved. This may include dual submissions of a similar work for credit for more than one class, without the current instructor's knowledge and approval.

To be specific, below are some of the situations that will be considered plagiarism at COC:

- Use information from any source, online or in print, in one's own writing without acknowledging the source in the content and in the reference page of the assignment
- Simply list the sources in the reference page, without parenthetical citations in the body of the essay
- Take more than one printed line of words consecutively from the source without putting quotation marks around them, even though the student has put the author's name in the parentheses or in the reference page
- Turn in work done for other classes, regardless how big or small the assignment may be, without the current instructor's approval – this is considered "self-plagiarism", which is a form of academic dishonesty; or
- Turn in work by another student, even by accident.

In addition, COC has strict rules against using electronic devices during exams without the instructor's approval. To be specific, absolutely no cell phones or any electronic devices can be on the desk or in sight during test or exam without the instructor's approval. The presence of electronic devices in sight during exams may be considered as intention to cheat and will be processed as a form of academic dishonesty.

Cases of alleged academic dishonesty, such as plagiarism or cheating, will be referred to the dean of student services for investigation. See your syllabus for course specific policies, rules, and guidelines on plagiarism and academic dishonesty.

Use of AI (ChatGPT etc.):

As you delve into the course material and engage in various assignments, we would like to emphasize an important guideline regarding the use of Artificial Intelligence (AI) tools. See **Appendix F, OTA Program AI Guidelines & Policy, page 65.**

STUDENT CONDUCT

The California Education Code Section 66300 requires every community college governing board to adopt specific rules governing student behavior along with applicable penalties for violation of such rules.

The Santa Clarita Community College District Board of Trustees Policy BP 5529 defines proper and improper Student Conduct and Grounds for Disciplinary Action. BP 5530 covers types of Disciplinary Action and the reinstatement process. BP 5531 defines due process in instances of student disciplinary action. These policies and procedures can be found on the Board website and in the Regulations and Policies section of the college catalog. The Student Conduct Code may be obtained from the Office of Student Services.

PROFESSIONAL CONDUCT

Students are expected to always act professionally. It is a violation of professional behavior for students to cause a disturbance in any college area or while on fieldwork assignment. In addition, students must be dressed appropriately when on the campus of any clinical facility as specified in the "Standards of Student Fieldwork Appearance."

Professional Behavior

Professional conduct is endemic to practice in health professions. Professional behavior by healthcare practitioners refers to that which comports with ethical standards, integrity, competence, respect, accountability, and responsibility in all aspects of their practice, including interactions with patients, colleagues, and the broader healthcare community. It encompasses maintaining confidentiality, upholding patient dignity, delivering quality care, continuous learning, and adhering to legal and regulatory requirements.

Professional Behaviors are attributes, characteristics, and behaviors that are required for success in the profession. The OTA faculty modified a tool originally developed by the faculty of the University of Wisconsin in 1991 to encourage and measure behavior relative to professionalism. This tool, used throughout the didactic and fieldwork portions of the program, can be found in Appendix A (p.51).

Unprofessional Behavior

Unacceptable classroom behavior or conduct includes but not limited to the following:

- Dishonesty
- Excessive tardiness
- Interference with the learning of others
- Excessive talking causing interruptions to the class
- Use of technology inappropriately including cell phones during class time, texting, etc.
- Inappropriate/provocative dress or appearance
- Angry, hostile, or violent behavior with intimidation of students and/or faculty
- Vulgar or obscene language
- Use of tobacco products.
- Food or drinks including chewing gum in classroom and laboratories
- Hats or headphones in class
- Any other behavior deemed by the OTA faculty as unacceptable and interferes with the learning or safety of the student and others including those behaviors and activities listed in the Student Conduct Code and/or the AOTA's Occupational Therapy Code of Ethics (Appendix N, p. 77).

In the event of any unacceptable classroom behavior, the instructor will immediately request the student to leave the classroom and may call for assistance from Campus Safety when deemed necessary. The student will be considered absent for the missed class time.

If appropriate, the instructor will notify the OTA program director and document the incident using a Student Contact/Incident Report form. Severe violations will be referred to the office of the dean of students per the Student Conduct Code. For severe infractions the student may meet with the instructor and program director to see if an informal remediation of the unprofessional behavior is possible and that will result in no further incidents. After the informal remediation meeting the student will be given a copy of a report which lists a specific remediation plan. Failure of the student to follow the remediation plan and correct the unacceptable behavior will result in referral of the matter to the dean's office per BP 5529, 5530 and 5531.

Guidelines for Professional Appearance

Student dress and grooming reflect the policies of the faculty, fieldwork facilities, the technical and safety requirements of occupational therapy interventions, and the professional image of students in the Occupational Therapy Assistant Associate of Science program. A neat, well-groomed, and professional appearance must be maintained at all times. Infection control concerns also govern some of these requirements.

Uniforms

- Navy Blue Polo Shirts: Must be worn with appropriate black pants (no leggings, shorts, or capri pants). Polo shirts available for purchase at Vista Uniforms during Orientation day.
- Navy Blue Scrubs: Available for purchase at Vista Uniforms during Orientation day.
- Jackets: Approved blue or black jackets available for purchase at Vista Uniforms during Orientation day.
- Closed-toe, non-slip black shoes are required. We recommend water resistant nursing shoes (e.g. BIRKENSTOCK, DANSKO, ALEGRIA). They are mandatory for the duration of the entire OTA program including Level I and Level II Fieldwork. No Crocs are allowed.

Procedures for Professional Appearance

When on fieldwork assignment, including field trips, the following criteria must be met:

1. Students shall wear either the designated program polo shirt and pants, or scrubs as dictated by the fieldwork site, along with a watch with a second hand, and closed-toe, flat, rubber soled shoes.
2. Students are to adjust their dress prior to a fieldwork assignment requiring special clothing, such as when observing surgery, vascular or cardiac catheterization, or when personal protective equipment is mandatory such as in isolation units.
3. Uniforms must be clean and unwrinkled.
4. Black shoes must be clean, sturdy, and safe. No open-toed/open-backed shoes are allowed. No Crocs allowed.
5. 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.
6. 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.
7. 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.
8. Facial Hair: Facial hair must be short and neatly trimmed so as to allow for proper fit of personal protective equipment.
9. 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.
10. Tattoos: All tattoos must be covered.
11. 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 may be worn. No tongue accessories or piercings are acceptable. No other body piercing accessories are allowed.
12. 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.

13. 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.
14. Gum: Gum is not allowed while in uniform.
15. 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.
16. Student Badges: Student Badges are always required during class, field trips, and on fieldwork assignments.
17. Belongings: Bring the following to fieldwork (may vary based on clinical setting/specialty area): black pen (not gel ink nor marker), bandage scissors, small pocket notebook, and a watch with a second hand. Fieldwork educators will recommend items to bring to clinical site. Please do not bring backpacks, purses, briefcases, etc. Facilities usually do not provide lockers for students and these items cannot be stored.

Inappropriate uniforms include:

1. Polo shirts should be of sufficient length to not show the midriff area and must not be tight fitting, provocative, or revealing.
2. Leggings/stretch/baggy pants, skirts/skorts, cropped pants, sweaters, hoodies, t-shirts, untucked shirts, sleeveless clothing, shorts, and any denim/jeans of any color are not permitted in the clinic.
3. Hats, caps, or any other unapproved headwear is not allowed.
4. No visible cleavage and/or buttocks may be shown in the clinic.
5. Undergarments: Must be worn and not visible through clothes or outside of clothes.
6. Shoes: Sandals, flip-flops, canvas tennis shoes, high heels, or open-toed shoes are not allowed.

ETHICAL CONDUCT

Students are expected to abide by the AOTA 2020 Occupational Therapy Code of Ethics | The American Journal of Occupational Therapy | American Occupational Therapy Association as set forth by the American Occupational Therapy Association (AOTA) (Appendix N, p. 77). The Core Values and Attitudes of Occupational Therapy Practice | The American Journal of Occupational Therapy | American Occupational Therapy Association (aota.org) document outlines the values that guide the behavior of OTs and OTAs to provide the highest quality of occupational therapy services.

DRUG FREE ENVIRONMENT AND SUBSTANCE ABUSE PREVENTION

The Santa Clarita Community College District is committed to providing its employees, students, student workers, and volunteers with a drug free workplace and campus environment. It emphasizes prevention and intervention through education (AP 3550).

The Student Health and Wellness Center provides confidential individual counseling for students who have questions or concerns about their use of alcohol or use of other substances, referral to community resources such as Alcoholics Anonymous or Narcotics Anonymous, and smoking cessation information and referral.

In accordance with Public Law 101-226, the Drug-Free Schools and Communities Act Amendment of 1989, the Board of Trustees of the Santa Clarita Community College District 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 or sanctioned activity.

Any student or employee in violation of this policy is subject to disciplinary action up to, and including, expulsion from college or termination from employment and referral for prosecution for violations of the standard of conduct.

The decision to take disciplinary action in any such instance rests with the Board of Trustees after consideration of the recommendation of the President/Superintendent of the college. More information is available in the Regulations and Policies section of the college catalog.

GRADING

Awarding grades to students is the responsibility of the instructor of the course in which the student is enrolled. Once awarded, grades may not be changed except where evidence is presented that a clerical error has occurred. Board policy BP 4230 states that, "When grades are given for any course of instruction, the grade given to each student shall be the grade determined by the instructor of the course. The determination of the student's grade, in the absence of mistake, fraud, bad faith, or incompetency, shall be final." The general Grades and Grades Review Policy can be found in the Academic Information section of the College Catalog.

Course grades may be based upon a combination of the following factors:

- Assignments
- Written quizzes and exams
- Laboratory notebook
- Case studies
- Presentations
- Laboratory practical examinations

All course assignments and/or assessments must be turned in on time and must represent college-level work. Instructors have the right to decline to accept late assignments, and/or deduct points for late or unacceptable work.

OTA students must pass all classes that have letter grades with a 2.5 GPA (79%) or higher in order to continue to progress through the program. If a student is dismissed from the program due to a failed class and intends to apply for readmission (see Page 42), the opportunity to retake a class may not occur until the next cohort cycle (up to 12 months).

PSYCHOMOTOR SKILL ACQUISITION IN LABORATORY CLASSES

Interventions performed by occupational therapy assistants require the mastery of specific skills which are presented to students in a planned sequence. This sequence of skill acquisition is a very important part of progression through the program. Each student needs to allow for time to learn, practice, make mistakes, and develop competency. Acquisition of skills will not be perfected during any single class session but requires repeated practice. This basic order of skill acquisition applies to every student:

Skills	Examples
Study	Read assigned material, watch instructional materials, and review notes. Come to lab class sessions with a general understanding of the content to be covered that day.
Demonstration	View instructors' demonstration of proper techniques.
Practice	Perform techniques with lab partners and/or volunteers in class.
Peer Practice	Practice skills with a partner during lab sessions. Seek the answers to questions that develop. Give and receive constructive criticism.

Skills	Examples
Skill Checks and Lab Practical Examinations	Instructors assess each student's ability to perform certain skills safely, effectively, and efficiently as identified in each course syllabus. Skill Checks are what determine whether a student is competent and safe in administering a particular intervention and are graded Pass/Not Pass. Laboratory practical examinations receive a letter grade and may be used as part of the final course grade as described in the course syllabus.

ASSESSMENT OF COMPETENCE IN SKILLS

Instructors assess a student's readiness to perform a variety of interventions safely, efficiently, and effectively. Instructors set specific testing procedures for the courses that they teach. These are described in each course syllabus, or as posted in the course Canvas site. To become eligible to be assigned to a fieldwork rotation and ultimately to graduate from the OTA program, students must master required skills.

Skills are assessed by checkoffs by instructors during lab class, and by formal assessments: skills checks and/or laboratory practical examinations. Many scenarios require a student to role-play by acting as a "patient" or "client" for a classmate, or may use a designated volunteer screened and approved by the program director acting as the patient. Proper simulation of an injured or disabled person is itself a learning opportunity for students. Cueing a classmate during an assessment or exam (while acting as a subject) is considered academic dishonesty and may be grounds for dismissal from the program (see the section on Academic Honesty, p. 32). Students may be videotaped during the examination for use as a teaching tool and to document performance. The following are general grading procedures that apply to each student and laboratory course:

Skill Check Grading

Skill Checks are assessments that determine whether a student is competent and safe in administering a particular intervention. Every Skill Check in the program must be passed before a student is eligible for clinical assignment.

Skill Checks are graded "Pass" or "No Pass". Examiners are there to observe and assess the interactions of the student and the subject or "patient," and will generally not answer questions or give direction once the Skill Check begins.

If the Skill Check is not passed on the first attempt, students will meet with the instructor and a remediation plan will be determined. Students may be required to videotape themselves performing an assigned scenario before an instructor will schedule a retake. Students are responsible for scheduling Skill Check retakes with an instructor outside of class time. **If a Skill Check is graded "No Pass" a second time, the student will be dropped from the course with a letter grade of "F."**

Students who do not attempt their Skill Check at their scheduled time will automatically be given a grade of "No Pass," unless the instructor is informed in advance. Patterns of repeatedly missed skill assessments are not permitted as this interferes with required grading timelines and the integrity of the examinations. Make-up Skill Checks will include alternative scenarios from those presented to the student during the first trial.

The grading rubric for each Skill Check is found on the course home page in Canvas and will be discussed during class. The rubric includes starred (*) items that are critical safety elements (CSE) considered essential for the welfare of patients and clinicians. Elements that are considered foundational professional behaviors are marked with an infinity symbol (∞). Performing these items properly is mandatory. If a student commits a violation of a critical safety or foundational professional behavior element, the Skill Check will be stopped, and the student will be given a grade of "No Pass." If this occurs during a second Skill Check attempt, the student will be given a grade of "No Pass" and dropped from the course. Students who are dropped from the program because of failing a core course may apply for readmission to the next cohort (see Readmission to the OTA Program, p. 42).

Laboratory Practical Grading

Laboratory practical examinations are graded assessment of a student's practical skills and are used as part of the final lab course grade. The weighting for the lab practical exam and other course assessments is found on the first page of each lab syllabus. The lab practical exam must be passed with a grade of 78% or better to pass the course and continue in the program. Examiners are there to observe and assess the interactions of the student and the subject or "patient," and will generally not answer questions or give direction once the laboratory practical exam begins.

If a student fails a lab practical exam on the first attempt, the assessment may be repeated. **If a lab practical examination is failed a second time, the student will be dropped from the course with a letter grade of "F."**

The grading rubric for the lab practical examination is found on the course home page in Canvas and will be discussed during class. The rubric includes starred (*) items that are critical safety elements (CSE) considered essential for the welfare of patients and clinicians. Elements that are considered foundational professional behaviors are marked with an infinity symbol (∞). Performing these items properly is mandatory. If a student commits a violation of a critical safety or foundational professional behavior element for any portion on the first attempt of a lab practical exam, the examiner may end the examination by saying, "end scenario." Students are responsible for scheduling lab practical retakes with an instructor outside of class time. At any time on a retake attempt, if a student commits a critical safety or foundational professional behavior the lab practical will be stopped and the student will be dropped from the course with a letter grade of "F." Students who are dropped from the program as a result of failing a core course may apply for readmission to the next cohort (see Readmission to the OTA Program, p. 42).

ASSESSMENTS FOR ONLINE COURSES

All classes offered in an online format utilize the district-selected learning management system (Canvas), so that the college can ensure integrity of the online classroom, including student grades and usage data. To maintain integrity in Canvas, students must use a unique username and a password of their own creation to ensure the same person who participates every time and completes a course or program receives the appropriate academic credit.

Students wishing to take examinations at an alternate location are to locate a proctor and provide the Tutoring & Learning Center (TLC) with the proctor's information. The proctor fills out and returns an agreement, acknowledging policies and guidelines. Once the form is received back, TLC staff verify the web address given and the proctor's credentials and contact information by going to the institution website and verifying the contact information. The proctor then receives a phone call from TLC staff, and examination details are sent via email to the proctor's official organization email address. Exams are distributed and collected by TLC staff trained as proctors, and the exams are handled by students only when the exams are distributed by a proctor.

In addition, students may take proctored examinations in the TLC at the college, which will also arrange for proctored examinations for students who do not live within easy reach of the college.

MAINTAINING STUDENT PRIVACY ONLINE

In compliance with federal and state law, College of the Canyons has established procedures governing student records and the control of personally identifiable information. The college adheres to strict confidentiality standards as stated in the Family Educational Rights and Privacy Act (FERPA) and California Education Code. No student records, other than directory information, will be released without written consent by the student, except as authorized by the law. In addition, no directory information will be released regarding any student who has notified the admissions & records office in writing that such information should not be released. There is no charge associated with verification of student identity. College of the Canyons complies with the institutional accreditor's policy on distance education and on correspondence education.

LABORATORY POLICY

Laboratory classes are provided to give students an opportunity to practice skills required of entry-level OTAs. Instructors structure and guide activities during these classes. Mandatory requirements for participation are described in the Lab Participation Agreement (Appendix Q, p. 92).

Students are expected to maximize their time in the lab by self-directing their learning activities. Students are responsible for setting up and cleaning up lab/fieldwork spaces after use. Maintenance duties for the lab are assigned, and students are expected to maintain laboratory spaces in good order, including reassembling and storing anatomical models, washing/drying/bagging/shelving laundry, cleaning treatment tables and equipment and putting away of all items used in the lab.

An instructor must be present in the lab when equipment is being used for practice (see Safety in Laboratories below). By state regulation, no eating or drinking is allowed in laboratory spaces. Water in a transparent container is allowed but must be stowed in a bag or backpack when not being used.

SAFETY IN LABORATORIES

Students are instructed in OSHA and Cal-OSHA guidelines and universal precautions prior to participating in interactive lab activities. Program laboratory equipment is to be used only when supervised by faculty during designated lab class. Students will only use equipment on which they have been trained by program faculty. Lab equipment is inspected annually and maintained by certified maintenance personnel. Students are trained on the purpose of the Material Safety Data Set (MSDS) and its location in the lab.

Students and faculty of the OTA program will follow the campus safety and emergency procedures of the District, as outlined in the Emergency Response Quick Reference Guide. Emergency supplies are deployed in each classroom and laboratory as defined in the college Emergency Operations Plan. Program faculty must always maintain CPR/AED certification during employment. Students in the OTA program are required to maintain current CPR/AED certification during the clinical affiliation terms (summer session and semester 4).

While providing therapeutic interventions and associated data collection skills in the laboratory setting, the student will be responsible for:

- Identifying indications, contraindications, precautions and safety considerations for the particular intervention and for the person in the role of patient-simulator;
- Asking the patient-simulator if he/she has any concerns or contraindications to the intervention;
- Notifying the supervising faculty member of any concerns or contraindications.

Admitted students sign a Lab Participation Agreement (Appendix Q, p. 92) during orientation indicating their awareness of the Safety in Laboratories policy. (p. 39). All students are made aware of indications, contraindications, precautions and safety considerations for all therapeutic interventions and associated data collection skills for which they may be in the role of patient-simulator. Students in the role of patient-simulators are responsible for expressing to the student providing simulated interventions and to the faculty supervising the activity all concerns and/or contraindications for a given activity.

ATTENDANCE POLICY

Optimal learning occurs in the presence of the instructors and other students. Attendance at all classes, labs and fieldwork experiences is considered mandatory. Students who are not present miss the best opportunity to learn the material crucial for passing fieldwork experiences, graduating, passing the National Board for Certification in Occupational Therapy, and becoming a competent and ethical occupational therapy assistant. The OTA curriculum is accelerated and intense and does not readily allow for repeated experiences.

ABSENCE FROM CLASS

Any student absent for any reason for more than 10% of the class meetings may be dropped by the instructor prior to 75% of the course. Students must be in class 100% of the time to be given attendance credit. Students are to be present on or before the scheduled starting time of any class and return promptly from scheduled breaks and lunch. Any student arriving after the commencement of class will be considered tardy. Repeated tardies are not acceptable, are considered unprofessional behavior, and may result in remediation or termination. Students leaving before the end of class will be considered absent. After 75% of the course, the student may not withdraw from the course, nor be withdrawn by the instructor. The student must earn a grade in the course.

Students who are absent are responsible for obtaining lecture notes and any materials that reflect the objectives for that day and for completing all assignments missed.

Students who miss a quiz or exam due to absence will receive a zero (0) for that quiz or exam unless arranged with the instructor in advance.

Because the content covered in each class is extensive, students are advised that instructors may not be able to repeat or review material for students who miss class.

For courses delivered all or in part online, the instructor and student must have regular and substantive interaction. The student's absence from an online course shall be determined by the last day on which the student was academically engaged and participated in an academically related activity in the class.

Any student who receives federal financial aid and completely withdraws or fails to complete any units during the payment period or period of enrollment, will be required to repay any unearned financial aid funds.

ABSENCE FROM FIELDWORK EXPERIENCES

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 fieldwork educator (FWE) and the academic fieldwork coordinator (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 clinical 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.

PROGRESSION THROUGH THE TECHNICAL PORTION OF THE OTA PROGRAM

Students must successfully complete all OTA technical courses in sequence, including all skill checks, laboratory practical examinations, and all fieldwork experiences, to progress through the OTA program.

Failure of a OTA-designated course will result in dismissal from course and the OTA program at the end of the semester. Students may continue and complete the semester in the courses in which they maintain good standing. Students may petition for re-enrollment with the next cohort per the Readmission to the OTA Program policy (p. 41).

Fieldwork Level I courses OTA133, 163 and 173 are letter grade courses. Fieldwork Level II courses OTA 233 and 243 are graded "Pass" or "No Pass" as described below in the section Determination of Satisfactory Performance in Fieldwork Experiences (p. 47). Students who do not pass a clinical experience course may not progress to subsequent courses or graduation.

DISMISSALS

Regulations and policies governing dismissals from the college are found in the College Catalog. Programmatic policies regarding dismissals from the OTA program include, but are not limited to, the following:

ACADEMIC DISMISSALS

For OTA technical courses, students who do not maintain a GPA of 2.5 (79%) or better, cumulative and for each individual course, will be dismissed from the program. Students who fail a skill check or laboratory practical retake will also be dismissed from the program.

Factors other than poor academic performance that may lead to an academic dismissal include, but are not limited to:

- Failure to meet attendance standards.
- Cheating on any quiz, test, or exam.
- Failure to abide by the rules and regulations of any off campus affiliated clinical sites.
- Conduct which interferes with the learning process of other students, class presentation by the teacher, or the progress of the class in general.
- As specified under Regulations and Policies in the College Catalog.

NON-ACADEMIC DISMISSALS

The following are factors which may lead to a non-academic dismissal. Dismissal may be due, but not limited to:

- Conduct which is found to be detrimental to fellow students, other individuals, the community or college
- Failure to meet financial obligations to the college.
- Submission of false or misleading information on admission, registration, student ID, or any other college forms
- Alteration of college records
- Plagiarizing
- Use of or being under the influence of, alcoholic beverages or illegal drugs on or adjacent to college property, or on affiliated hospital or clinical grounds
- Vandalism, or damage or destruction of college, student, faculty or administrative property.
- As specified under Regulations and Policies in the College Catalog

General policies and procedures for reinstatement to the college are found under the Regulations and Policies section of the College Catalog.

Students who have been dismissed from the program for academic reasons may, in certain circumstances, apply for readmission to the next cohort (See Readmission to the OTA Program below).

Students who are dismissed from the OTA program for non-academic reasons may appeal for reinstatement (see Student Grievance Policy, p. 42) and the College Reinstatement Process and Due Process sections of the College Catalog).

READMISSION TO THE OTA PROGRAM

If a student is administratively withdrawn, voluntarily withdraws, or is dismissed from the OTA program, he or she may petition to be readmitted. A student may be readmitted to the program only one time.

READMISSION PROCEDURE

The student must submit a letter to the program director requesting readmission, along with a description of how the student intends to change his/her behavior to increase chances of success in the program. Readmission to the OTA program is at the discretion of the program director.

Students who are readmitted will be subject to all the current OTA program policies, including a repeated criminal background check and 10-panel drug screen.

If cleared to be readmitted, the program director will meet with the student and develop a remediation plan with a timetable.

Readmission is based on the availability of open slots in the program and cannot be guaranteed.

Affirming continuing technical competence in psychomotor tasks will be part of the remediation plan. Students wishing to be reinstated into the program must retake all skill checks for technical courses completed during the first enrollment and must earn a grade of "Pass".

Credit for Anatomy and Physiology may be maintained for up to 7 years. Credit for technical (OTA designated classes) may be maintained for up to 3 years. Following approval for readmission by the program director, the student must meet with a counselor and successfully satisfy all requirements to remain in good standing or to be reenrolled to College of the Canyons if previously withdrawn.

STUDENT GRIEVANCE POLICY FOR THE OTA PROGRAM

If a student has a concern, it should first be discussed with the instructor. Such discussions should be held outside of class time. If a student is not satisfied with the outcome of the discussion with the instructor, the concern should be presented in writing to the OTA program director, who will attempt an informal resolution of the issue. If the program director is the subject of the issue, the informal resolution process will be done by the academic fieldwork coordinator.

For student grievances arising during fieldwork experiences, see Student Grievance During Fieldwork Assignment (p.48), under Fieldwork Education Policies and Procedures (p. 46).

If an issue is not resolved to the satisfaction of the student, he or she should take advantage of the general grievance procedures detailed in Board of Trustees Policy 5532 as outlined in the college catalog.

If the complaint is still not resolved to the student's satisfaction after exhausting the college's institutional grievance procedure, the student may file a complaint with the following agency. The student must contact the agency for procedural details:

American Occupational Therapy Association
7501 Wisconsin Ave., Suite 510E
Bethesda, MD 20814-6519
Phone 301-652-6611
Contact AOTA | AOTA

The general grievance procedure does not apply to allegations of gender (including sexual harassment), racial, ethnic, religious and sexual orientation discrimination, which are dealt with by specific procedures referenced in BP 5532.

Grades are determined by instructors and are not subject to appeal in the absence of error, bad faith, or incompetence.

PRIVACY AND CONFIDENTIALITY

Privacy and confidentiality will be maintained for all those associated with the OTA program, including but not limited to students, faculty and others associated with the program. The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. Information about how the district handles directory information under FERPA can be found in the Academic Information section of the College Catalog.

COMMUNICATION WITH AND ABOUT STUDENTS REGARDING ACADEMIC AND FIELDWORK PERFORMANCE AND OTHER PROTECTED INFORMATION

Students will be counseled or advised regarding academic and fieldwork performance in an area away from the hearing of others. All homework will be returned directly to the student either electronically through the secure learning management system (Canvas) or physically by the instructor in class. Grades are posted securely on Canvas.

Verbal communications with fieldwork educators or site coordinators regarding student performance is done privately in person at the fieldwork sites or via secure telecommunications. Written communications will be delivered via a secure internet portal or sealed envelope.

Physical copies of student records, if any, are kept and maintained in the appropriate office (registrar, financial aid, program director) in locked files and accessed only by authorized personnel. Electronic student records are accessible only by secure login administered by the Information Technology department.

Student health information collected by the program for fieldwork experiences is kept by the academic fieldwork coordinator in separate student files which are kept in secure electronic files or in locked cabinets with access only by authorized personnel in either case. Fieldwork sites receive a check list of relevant and FERPA compliant health information gathered by the college.

Student privacy in the identity verification processes for distance education purposes is protected by use of secure individual login and password.

Students sign a statement during orientation granting the release of academic information and background screening/drug testing that may be requested by fieldwork sites. Release of academic information to others is limited to those authorized in writing by the student. Students are advised of the FERPA Compliance and Student Interaction policies on the college website.

Students are notified that the college uses photographic and electronic images of college activities, ceremonies and other activities to advance the mission of the college. Enrollment at College of the Canyons constitutes students' consent to the inclusion, publication, or use of their names, pictures, images, voices, and likenesses in college publications, both printed and electronic, for public relations purposes. Students may request that their photograph not be used in any program related print or electronic media by contacting the program director in writing.

Students are notified at the time of orientation and in this handbook that the OTA program may use video recording of their performance during laboratory examinations. Such recording is used both as a teaching tool and as a record of competency during skills and laboratory instruction and examination. Consent for such recording is not optional.

OTHERS (INCLUDING PATIENTS AND HUMAN SUBJECTS USED IN DEMONSTRATIONS AND PRACTICE FOR EDUCATIONAL PURPOSES)

Students are instructed in HIPAA privacy rules prior to any interaction with patients. All case study and scenario information will be de-identified. Students will sign a HIPAA confidentiality agreement as part of their orientation. Persons invited to campus for demonstrations and practice for educational purposes will be introduced by first name only if they prefer. Guest subjects will be requested to disclose only the medical history which they are willing to share for the educational purpose being addressed in the lecture or lab to which they are invited. Guest subjects sign a form indicating they have been informed of the privacy policy.

HEALTH RISKS

Health care professionals such as occupational therapy assistants are exposed to significant risks by virtue of their occupation. The types and severity of risks you face are numerous and may not be immediately apparent to you. Examples include fatigue, emotional/psychological trauma, physical injury caused by the use of machinery, back injuries, or physical assault by a patient. There is also a risk of acquiring an illness in the course of your duties, for example, physical damage caused by the use of toxic substances, or infectious diseases acquired by various routes, such as airborne infections and needle-stick injuries.

INFORMED CONSENT

Students are informed of all situations in which personal information may be shared and can read and sign off on permission. These situations include:

- laboratory participation
- media usage
- release of academic, conduct and health information
- fieldwork drug screening
- criminal background check

Students can choose not to have audio recordings or videos, photos, or other images of their likeness used by the college by notifying the program director in writing. Students are required to sign the Lab Participation Agreement (Appendix Q, p. 92) that specifically addresses laboratory and fieldwork experiences involving participation as subjects in simulations and scenarios. Opportunity to offer objections to the Lab Participation Agreement must be addressed to the program director are offered at the program's new student orientation.

Students and prospective students are informed that fieldwork facilities may require drug testing and a background check, and that placement of students in fieldwork experiences may be limited due to the results of those tests and checks. College of the Canyons cannot guarantee fieldwork placement due to failure of either drug testing or a criminal background check. Students are informed that fieldwork sites may request academic and conduct information and must sign the Fieldwork Education Acknowledgment at orientation (Appendix J, p. 71).

Students are trained in HIPAA privacy rules prior to contact with patients, either in the lab or in fieldwork experiences. Students are expected to follow HIPAA regulations in all dealings with patients in the lab or fieldwork experiences. Students identify themselves by name and as a "student occupational therapy assistant" as part of each skill check, laboratory practical exam, and interaction at fieldwork sites, and must obtain express permission to proceed with any treatment. Students are required to wear an identification name tag issued by the college identifying them as student occupational therapy assistants at fieldwork sites and on field trips. Students are informed that patients at fieldwork sites have the risk-free right to opt out of any occupational therapy intervention, at any time and for any reason, during orientation and as part of the curriculum.

FIELD TRIPS

Required off-campus non-fieldwork activities are sometimes scheduled to enhance the educational experience of the OTA students. Other field trips may be optional. Course descriptions in the College Catalog denote whether field trips are required for a course. All field trips are supervised by program faculty. Students are responsible for their own transportation when traveling to and from off-campus activities. Students must have a valid driver's license, access to a personal vehicle, and maintain appropriate car insurance coverage. Students are required to drive their own vehicle and may not carpool as a substitute for individual transportation. Students must be present for the entire scheduled time unless otherwise approved by the instructor. Further information on field trips can be found in Board Administrative Procedure AP 2410.

MEDIA REPRODUCTION

College of the Canyons (COC) supports the Higher Education Opportunity Act and Digital Millennium Copyright Act, including efforts to eliminate the illegal distribution of copyrighted material. Under the law, college administrators may be obligated to provide copyright holders with information about users of the college information network who have violated the law. COC students are prohibited from using the college information network to illegally download or share music, video, and all other copyrighted intellectual property.

Permission for reproduction and use of materials for classroom use is not required for works in the public domain or for those that contain common information such as temperature charts, weight charts or calendars. Permission must be obtained for reproduction of copyrighted materials to be used in the classroom. Copyrighted material can be print or electronic and includes video and audio. However, there are some specific exceptions in the Copyright Act for certain academic use. If the handout is a new work for which obtaining permission could not reasonably be expected in a timely manner and the decision to use the work was spontaneous, the work may be used without obtaining permission. A work may be copied for a single use, such as in one class for one semester only. The portions of the work being copied are limited in length. Paragraphs or a few pages may be copied, but whole chapters may not be copied.

Photocopying by students is subject to a fair use analysis as well. A single photocopy of a portion of a copyright-protected work, such as a copy of an article from a scientific journal made for research, may be made without permission. Photocopying all the assignments from a book recommended for purchase by the instructor, making multiple copies of articles or book chapters for distribution to classmates, or copying material from consumable workbooks all require permission.

COC's policy on Academic Integrity and Plagiarism, approved by the Academic Senate, may be found in the College Catalog.

The Santa Clarita Community College District Board of Trustees Policy on Intellectual Property may be found on the college website.

A student Consent to Release Images and Work may be found on the college website.

ENGLISH LANGUAGE REQUIREMENT

All OTA courses are taught in English. Students must be able to speak, read, understand, and write the English language fluently.

FIELDWORK EDUCATION POLICIES AND PROCEDURES

Complete information regarding fieldwork education policies and procedures for the OTA program may be found in the Fieldwork Education Handbook.

DESCRIPTION OF ROLES

ACADEMIC FIELDWORK COORDINATOR (AFWC)

The AFWC is the faculty member responsible for the fieldwork education that students receive during their fieldwork experiences. The AFWC develops fieldwork sites and relationships with fieldwork educators to ensure quality teaching and learning occurs at clinical sites.

FIELDWORK EDUCATOR (FWE)

The FWE is employed by the clinical site to coordinate the fieldwork experiences of occupational therapist and occupational therapy assistant students. The FWE is a licensed occupational therapist or occupational therapy assistant who is employed full time at a clinical site and fulfills and agrees to the OTA program's requirements for our fieldwork faculty. This person directs and supervises the full-time clinical education experience of one or more students. The FWE may or may not be credentialed by the AOTA Fieldwork Educator Certificate Program Workshop.

CONDUCT AND BEHAVIOR

Fieldwork and educational research has shown a direct correlation between conduct and behavior in the classroom setting and employment success. The OTA program prepares students with conduct and behavior expectations that reflect the standards and expectations of the occupational therapy workforce.

OTA students are expected to always behave in a professional manner while on fieldwork assignment. OTA students are expected to adhere to the behavior expectations established in the AOTA 2020 Occupational Therapy Code of Ethics. All these documents are available in the appendices to this handbook.

Students who have had a previous relationship with a facility or its staff, perhaps because he or she was employed there prior to being admitted to the OTA program, will not be assigned to that facility for a fieldwork class. The AFWC must ensure that assessment of student performance in fieldwork experiences is done fairly, equitably, and impartially.

STUDENT RESPONSIBILITIES FOR FIELDWORK EXPERIENCES

Students may be involved in fieldwork site selection and placement whenever possible. The final decision is made by the AFWC based on the goal of providing an appropriate and balanced fieldwork experience. Students may be placed at a remote site greater than 80 miles one way from their home. Students are responsible for all transportation, lodging arrangements and costs. Students are informed of the possibility of remote placement during pre-admission information workshops, during the counseling and advisement process and at New Student Orientation. Student responsibilities are:

- Identifying the location of the fieldwork site including parking facilities, planning the commute, and familiarizing themselves with any information the sites may provide ahead of their first day. Some sites require an interview prior to assignment.
- Behaving in a professional, responsible manner at all times (See Professional Behavior above, p. 33).
- Facilitating their own learning by being proactive in seeking and identifying learning opportunities based on the goals and objectives of the placement

- Being professionally groomed and dressed (See Procedures for Professional Appearance above, p. 34).
- Identifying and following all policies and procedures of the fieldwork site
- Consulting with the AFWC and the FWE with any concerns

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 2.5 or higher)
- Fieldwork evaluations and performance from completed experiences

DETERMINATION OF SATISFACTORY PERFORMANCE IN A FIELDWORK EXPERIENCE

Level II Fieldwork experiences are graded on a pass/no pass basis. The determination of satisfactory student performance is made by the instructor of each fieldwork course, the AFWC. Grades are based in part on assessment tools completed by fieldwork educators including the Fieldwork Performance Evaluation Tool | AOTA (p. 77). Grades given for fieldwork experience courses may also include but are not limited to factors such as the type of fieldwork setting, experience with patients in that setting, relative weighting of each performance criterion, expectations for the fieldwork experience, expectations of the clinical site, progression of performance from mid-experience to final evaluations, site visit information and additional assignments.

If all the above criteria are met a score leading to a "no pass" may still be given if there are unresolved issues brought forth by FWE. The AFWC is responsible for addressing the issues with the program director, the AFWC and the FWE and designing an acceptable remediation of possible or assigning a grade of no pass. The decision of the AFWC is final. The student maintains the right to appeal per the Grievance Policy (p. 42) and the Grievance During Fieldwork Experience (p. 48).

For specific information on the performance criteria for fieldwork experiences, the clinical grading process, and the conflict resolution process, please refer to the OTA Program Fieldwork Education Handbook.

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, 8-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 (FWE). 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 clinical experience that allows for the best preparation of the individual as an entry-level Occupational Therapy Assistant (OTA). 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 clinical 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 clinical experiences. The OTA faculty encourages students to travel to places that may offer special clinical 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 the college. If the student is interested in traveling out of the area for clinical 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.

FIELDWORK EXPERIENCE SCHEDULES

Students are expected to follow the schedule of the fieldwork educators (FWE) to which they are assigned. This includes weekends, holidays, and longer than normal eight-hour workdays within 35-40 hours per week. For example, if the FWE works four 10-hour days from Wednesday through Saturday, then the student is expected to follow the same schedule. In the case of holidays where either the FWE or the student are normally scheduled off-duty, those hours must be made up.

STUDENT GRIEVANCE DURING FIELDWORK EXPERIENCE

If a conflict or concern arises between the fieldwork educator 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 OTA program director will be included if he or she is not already aware of the situation.
- If discussions with the OTA program director 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, and the fieldwork educator.

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

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.

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 Amendments of 1989. The college prohibits the unlawful possession, use, or distribution of illicit drugs and alcohol by students and employees on college property and during any college-sponsored activity, as described in the Drug-Free Environment and Substance Abuse Prevention policy in the College Catalog. Students are required to comply with all applicable college policies regarding substance abuse prevention.

As a condition of admission and continued enrollment in the Occupational Therapy Assistant (OTA) program, students may be required to undergo drug screening at any time during the program, including prior to admission, prior to clinical placement, during fieldwork, or whenever required by the OTA program or an affiliated fieldwork education site. Students acknowledge this requirement by signing the Notification of Health, Drug Screening, and Criminal Background Check form during OTA orientation (Appendix H).

The OTA program requires a comprehensive certified criminal background check before placement at any fieldwork education site. Certain criminal convictions may prevent a student from being accepted by a fieldwork education site, thereby making it impossible to complete required fieldwork, graduate from the OTA program, or become eligible for occupational therapy assistant licensure. Acceptance into a fieldwork placement is determined solely by the affiliated fieldwork education site.

Drug screening requirements may vary by fieldwork education site and may be required before admission, before or during a fieldwork placement, or at any time during enrollment in the OTA program. Students are responsible for complying with all OTA program and fieldwork education site drug screening requirements and for all costs associated with required drug screenings.

A drug screening result reported as a “negative dilute” is not considered an acceptable result for OTA program requirements. Students who receive a negative dilute result must complete a repeat drug screening within 24 hours of notification by the OTA program. Students are responsible for all costs associated with the repeat drug screening and are encouraged to avoid excessive fluid intake before providing the repeat specimen. Failure to complete the required repeat drug screening within the 24-hour timeframe will be considered noncompliance with OTA program requirements and may result in disciplinary action, including dismissal from the OTA program.

If a student receives a negative dilute result and the required repeat drug screening produces a positive result, the positive result will be considered a confirmed positive drug screen. The student will be immediately dismissed from the OTA program and will not be permitted a third drug screening.

A student who receives an initial positive drug screening result while enrolled in the OTA program, without a preceding negative dilute result, will be required to complete one additional drug screening within 48 hours of notification. The student is responsible for all costs associated with the repeat drug screening. If the second drug screening result is also positive, the student will be immediately dismissed from the OTA program.

Refusal to submit to any required drug screening or criminal background check constitutes a violation of OTA program policy and unprofessional conduct. Such refusal may result in removal from laboratory or clinical activities, assignment of a "No Pass" grade in the affected course, and/or dismissal from the OTA program.

Students are required to disclose any legally prescribed or over-the-counter medications that may impair their ability to safely perform classroom, laboratory, or fieldwork responsibilities. If a FWE, or OTA faculty member reasonably suspects that a student is under the influence of alcohol, illegal drugs, or any substance that may impair safe performance, the student will be immediately removed from patient care and/or classroom or laboratory activities. The AFWC and program director will be notified immediately, and the student may be required to undergo immediate drug screening before being permitted to return to program activities.

HEALTH AND OTHER REQUIREMENTS FOR FIELDWORK EXPERIENCES

Students must show proof of titers indicating immunity to measles, mumps, rubella, and varicella. Students must annually show proof of a negative test for tuberculosis, either by a negative PPD, negative chest x-ray, or gold QuantiFERON test. Students must show proof of Hepatitis B immunity or must provide a signed declination in lieu of Hepatitis B immunization, but are advised that many fieldwork sites will not accept the student without proof of immunity. Students must attest to their understanding that fieldwork sites cannot be guaranteed in cases of a positive criminal background screen, refusal to provide proof of immunization, and/or positive drug test result, and that they may be dismissed from the OTA program per the Progression Through the Technical Portion of the OTA Program policy (p. 40) in such instances. Students must show proof of BLS CPR training at the basic life support for healthcare provider level.

COC provides physical examinations, titers, updates for immunizations, and infectious disease testing required for fieldwork experiences. No charge is made for many services through the Student Health and Wellness Center, but a nominal fee is charged for certain laboratory tests, immunizations, and prescription medications.

Students opting to obtain the required health examinations described above on their own and not through the college must provide documentation of the required tests and immunizations to the AFWC within 30 days of enrollment. The cost of the Hepatitis B series will be refunded if the student already has the immunizations or has signed a declination.

Any expenses for emergency health care of the student in case of accident while on fieldwork assignment are the responsibility of the student. Some facilities require that the student have their own personal health insurance policy before they will allow placement at that site.

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 fieldwork site or the headquarters of the corporation of which the site is a subsidiary when requested.

All OTA students are required to obtain and maintain individual professional liability (malpractice) insurance for the duration of all Level I and Level II Fieldwork experiences, or as otherwise required by the program. Students are responsible for purchasing and paying for their own professional liability insurance and must provide proof of coverage to the OTA program by the specified deadline during orientation. Failure to obtain and maintain the required coverage may result in the student being ineligible to participate in fieldwork experiences until proof of current insurance is provided.

Low cost professional liability insurance provider suggested for students: HPSO.

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

APPENDIX C — ACADEMIC ACCOMMODATIONS

College of the Canyons 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. All prospective and current occupational therapy assistant students must be able to meet the technical standards at all times with or without reasonable accommodations.

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 D — STUDENT SUPPORT SERVICES ACKNOWLEDGMENT

The College of the Canyons Occupational Therapy Assistant (OTA) program encourages all students to utilize the academic, health, wellness, and support services available through the college to promote academic success and personal well-being.

Important Student Resources

Student Health & Wellness Center
Health care, mental health counseling, wellness services, crisis support, and referrals.
Valencia campus: Student Center, Room 122
Phone: (661) 362-3259
Canyon Country campus: (661) 362-3812
Website: https://www.canyons.edu/studentservices/health/

Student Services / Welcome Center
Academic support, counseling referrals, admissions assistance, financial aid, and campus resources.
Phone: (661) 362-5891
Website: https://www.canyons.edu/students/

Additional Student Support Services:

- Academic Counseling
- Academic Accommodations Center
- Basic Needs Center
- Career Services
- Financial Aid
- Tutoring & Learning Center
- Library Services
- Transfer Center
- Veterans Resource Center
- EOPS
- CalWORKs
- Umoja
- MESA
- Associated Student Government

Student Acknowledgment

☐ I have received information regarding the College of the Canyons Student Health & Wellness Center.

☐ I understand that confidential physical health, mental health, counseling, and wellness services are available to currently enrolled students.

☐ I have been informed of the student support services available through College of the Canyons.

☐ I understand that it is my responsibility to seek assistance and utilize these resources when needed.

Student Name (Print) _____ Student ID # _____

Student Signature _____ Date _____

OTA Program Representative _____

Signature _____ Date _____

APPENDIX E — STUDENT SUPPORT AT A GLANCE

Academic Accommodations Center
Assistive technology, academic counseling, priority registration, and interpreters.

Admissions and Records
Application processing, registration assistance, and transcript management.

Assessment
Math, English, Chemistry, and ESL placements.

Basic Needs Center (BaNC)
Free food, clothing, toiletries, and social services navigation.

Bluebird Resource Program (BRP)
Support for undocumented students and community engagement.

Bookstore (Barnes & Noble)
Textbook sales, rentals, and COC-branded merchandise.

Campus Safety
Campus escort services and emergency preparedness workshops.

CalWORKs
Support for TANF recipients, specialized counseling, and case management.

Canyons Promise
Tuition-free attendance for first-time and full-time students.

Career Services
Resume building, interview practice, and job search coaching.

Children's Center
Childcare services and early childhood education.

Counseling
Major selection, class planning, and transcript evaluation.

Enrollment Services for Personal & Professional Learning
Free classes in ESL, career skills, computer applications, and more.

EOPS/CARE
Special recruitment, retention, and transition services for eligible students.

Financial Aid
Grants, loans, scholarships, work study, and fee waivers.

Intercultural Center
A space for historically minoritized and marginalized groups on campus.

International Services & Programs
Support for international students and education abroad programs.

Internships
Internship placement and credit and career exploration.

Library
Research assistance, information literacy workshops, and study spaces.

The Tutoring & Learning Center (TLC)
Free tutoring, workshops, test reviews, and make-up exams.

MESA (Mathematics, Engineering, Science Achievement)
Support for STEM students, especially underrepresented groups.

Transfer Services
Assistance with college/university transfer applications and personal statements.

Online Education
Online course management and personalized accelerated learning.

Veterans Resource Center
VA education benefits, dedicated counselors, and resources.

Pathway to Law School Program
Pre-law activities and partnerships with top law schools.

Welcome Center & Outreach
Need help? Start here to get on track at COC.

Student "Ask Me" Desks
Information hub, guidance on admissions, registration, and college resources.

Umoja Community
Educational support program for Black/African-American students.

Student Business Office
Payments for registration, parking, transcripts, and student refunds.

Volunteer Bureau & Student Employment
Volunteer opportunities for students and community engagement.

Student Health & Wellness Center
Health services, personal counseling, and health education.

I have received information regarding College of the Canyons student support.

Name _____
NAME OF STUDENT (PLEASE PRINT)

Name _____ Date _____
SIGNATURE

APPENDIX F — 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

APPENDIX G — LABORATORY LIABILITY WAIVER AGREEMENT

I understand that my education in the College of the Canyons Occupational Therapy Assistant program will include laboratory activities during which I will be required to practice and perform occupational therapy interventions and modalities to other students as instructed and supervised by College of the Canyons OTA faculty or by fieldwork faculty during clinical experiences. By initialing below,

_____ I understand and agree that I will be required to act as student model or subject for the practice of occupational therapy interventions and modalities by other students as instructed and supervised by college OTA program faculty or by fieldwork faculty.

_____ I understand that harmful results can occur from said occupational therapy interventions and modalities and agree to not hold College of the Canyons students or faculty liable for any injuries caused by my participation in class.

_____ I understand and agree that certain personal physical conditions and/or contraindications for specific interventions would disqualify me from safely acting as a subject/model. I am responsible for communicating such conditions to instructors and for declining to participate as a model in those specific portions of lab activities.

_____ I understand and agree that the delivery of safe, effective, and efficient occupational therapy services requires that I am able to perform the functions related to each technical standard. I understand that I must be able to meet the technical standards at all times when performing occupational therapy interventions, and that if I am unable to perform these required essential functions, I may pose a risk of harm to patients or myself. My inability to perform these functions may result in my being unable to meet course objectives and progress through the OTA program.

_____ I understand that the OTA program may use video recording of my performance during laboratory examinations, both as a teaching tool and as a record of competency during skills and laboratory instruction and examination. I understand that by signing below I am consenting to video recording of my performance during laboratory examinations.

I understand and agree that in acting as a subject or student model, I am expected to allow:

_____ Administration and receipt of occupational therapy interventions and modalities by students of both genders.

_____ The palpation of muscles, tendons, ligaments, bones and bony prominences.

I agree to comply with all the laboratory rules, policies and procedures and supervision as outlined in the College of the Canyons OTA Student Handbook.

Name _____
NAME OF STUDENT (PLEASE PRINT)

Name _____ Date _____
SIGNATURE OF STUDENT

APPENDIX H — NOTIFICATION OF HEALTH AND DRUG SCREENING AND CRIMINAL BACKGROUND CHECK

I understand that as a student in the College of the Canyons OTA program I must comply with the requirements of the substance abuse prevention information as detailed in the college catalog.

I understand that my failure to comply with these policies constitutes a violation of the College Student Conduct Code, and may subject me to sanctions consistent with local, state, and federal law, up to and including suspension or dismissal, even for a first offense.

I understand that my education at College of the Canyons requires clinical experiences, and that clinical sites may require me to verify my current health status and to provide information related to illicit drug use. I understand that am required to satisfactorily meet any health and background check requirements that may be necessary to participate in the fieldwork class.

I understand that my Personal Health Information (PHI) is protected by the Federal Health Insurance Portability and Accountability Act of 1996 (HIPAA). Therefore, I hereby grant limited authority to College of the Canyons to release to current and potential fieldwork sites my personal health information regarding health screenings. I also authorize College of the Canyons to disclose any personal history of illegal drug use discovered during health or background screenings.

I understand that if I am rejected or terminated by a fieldwork site, every effort will be made to reassign me to another site, but that placement cannot be guaranteed in cases of failure of a criminal background check, refusal to submit proof of required immunizations and subsequent immunity, positive drug test results, or other adverse health related findings. If I am convicted of drug-related crimes or other felonies while enrolled at the college, I understand that I may become ineligible for certain career positions in the field for which I am training, and for financial aid. I understand that should any of these events occur, I may be dismissed due to the Progression Through the Technical Portion of the OTA program.

Name _____

NAME OF STUDENT (PLEASE PRINT)

Name _____ Date _____

SIGNATURE

APPENDIX I — CRIMINAL CONVICTION DISCLOSURE

I understand that The Occupational Therapy Board of California's primary responsibility is consumer protection. The Board has the authority to deny a license due to a conviction of a crime or offense substantially related to the qualifications, functions, or duties of a licensee. Per § 1399.21 of the California Code of Regulations, the Occupational Therapy Board of California will determine if an applicant with a criminal conviction has met the rehabilitation criteria for licensure. If a license to practice as a occupational therapy assistant is denied, I understand that I may request a hearing in accordance with § 485 of the Business and Professions Code. I recognize that license applicants are advised to answer all questions truthfully and to disclose to the Board all information about past criminal convictions, even if that information has been expunged from records available to the general public. I acknowledge that I have been provided this information, along with the opportunity to gain more information from the Occupational Therapy Board of California's website at https://www.bot.ca.gov/ and have elected to pursue the Associate of Science degree in Occupational Therapy Assistant at my own risk.

I understand that a criminal conviction may also adversely affect my clinical placement and/or finding employment in the health care field. I understand that my education in the OTA program requires satisfactory completion of clinical experiences, and that clinical sites may require a background check for criminal activity. I understand that am required to satisfactorily meet any background check requirements that may be necessary to participate in fieldwork classes.

I understand that there is a risk of being unable to complete my academic program if a facility for a clinical experience cannot be secured for me due to a criminal conviction. I understand that should this occur, I may be dismissed per the Progression Through the Technical Portion of the OTA program policy.

I also understand that it is my responsibility to investigate fully any barriers to employment prior to entering training in my chosen field. This may include but not be limited to the inability or ineligibility to obtain licensure, registry, or liability insurance.

I choose to join the College of the Canyons OTA program with full knowledge and understanding of the possible negative impact of any criminal conviction on graduation and on employment in the healthcare field.

Name _____
NAME OF STUDENT (PLEASE PRINT)

Name _____ Date _____
SIGNATURE

APPENDIX J — FIELDWORK EDUCATION ACKNOWLEDGMENT

I understand that my education in the Occupational Therapy Assistant program requires clinical experience, and that clinical sites may require academic and conduct information about me. I also understand that while College of the Canyons will make every effort to assign me to a clinical site that is within commuting distance, assignments are ultimately based upon the number and type of sites available, and that the first consideration for assignment is to provide a me with a well-rounded comprehensive fieldwork experience in preparation for my graduation as a generalist entry-level occupational therapy assistant.

By initialing below,

_____ I understand that I am responsible for travel, meals and lodging and any other expenses incurred for attending fieldwork internship.

_____ I understand that fieldwork sites have the right to assign educational duties outside those assigned by College of the Canyons.

_____ I understand that fieldwork sites have the limited right to access my certain educational, health, and criminal background records including grades, conduct, attendance, health screenings and background screenings.

_____ I understand that, for reasons of patient and employee safety, clinical sites have the right to require drug testing with out without notice as a requirement for attending clinical experiences at their sites.

_____ I understand that clinical sites have the right to require proof of immunity to various diseases as a requirement for attending clinical experiences at their sites.

_____ I understand that if I am rejected or terminated by a clinical site for any reason, every effort will be made to reassign me to another site; however, fieldwork experience sites cannot be guaranteed in cases of a positive criminal background screen, refusal to provide proof of immunity to certain diseases, and/or positive drug test result.

_____ I understand that I must successfully complete all required clinical hours and objectives to graduate from the OTA program.

_____ I understand that if I am unable to complete all clinical hours due to failure of background screening or for any other reason, I will be dismissed from the program per the Progression Through the Technical Portion of the OTA program policy.

I understand that The Family Educational Rights and Privacy Act (FERPA) is a federal law that protects the privacy of student education records. Therefore, I hereby grant limited authority to College of the Canyons to release certain student education records relating to my grades and conduct to current or potential fieldwork experience sites requesting such information.

Name _____
NAME OF STUDENT (PLEASE PRINT)

Name _____ Date _____
SIGNATURE

APPENDIX K — DEMOGRAPHIC DATA FORM

Last Name _____ First Name _____

Cohort Start Date _____

Gender ☐ Male ☐ Female ☐ Other Age _____

Ethnic Origin:

☐ African American ☐ Native American

☐ Asian ☐ Pacific Islander

☐ Caucasian ☐ Multiethnic

☐ Hispanic ☐ Other: _____

First Language _____

Second Language _____

State of Birth _____

Country of Birth _____

Prior Level of Education:

☐ GED ☐ 4-year Degree

☐ High School

☐ Some College ☐ Higher Degree: _____

☐ 2-year Degree

_____

NAME OF STUDENT (PLEASE PRINT)

_____ _____

SIGNATURE DATE

APPENDIX L — STUDENT ADVISEMENT FORM

Due at the midterm of semesters 1, 2, and 3 (Fall, Spring and Summer).
Occupational Therapy Assistant Program
College of the Canyons

Student Information

Student Name: _____ Student ID: _____

Advisor Name: _____ Semester: _____

Date: _____ Time:_____

Advisement Meeting Focus
(Check all that apply)

☐ Professional Conduct and Responsibilities ☐ Academic Progress and Standing

☐ Fieldwork Education _____ ☐ Other (Specify): _____

Discussion Notes
(Summarize key points discussed)_____

_____

_____

Action Plan
Strengths Identified:_____

_____

Areas for Improvement: _____

_____

Recommendations/Resources: _____

_____

Student Feedback
(Students are encouraged to share their thoughts or concerns about the advisement session)

_____

_____

Signatures
Student Signature: _____ Advisor Signature:_____

Next Meeting Date: _____

APPENDIX M — FIELDWORK PERFORMANCE EVALUATION

Fieldwork Performance Evaluation (FWPE) for the Occupational Therapy Assistant Student (Revised in 2020)

FUNDAMENTALS OF PRACTICE	
1	**Adheres to the American Occupational Therapy Association's Code of Ethics and all federal, state, and facility regulations.** Examples: Medicare, Medicaid, client privacy, social media, human subject research
2	**Adheres to safety regulations and reports/documents incidents appropriately.** Examples: fire safety, OSHA regulations, body substance precautions, emergency procedures
3	**Ensures the safety of self and others during all fieldwork related activities by anticipating potentially unsafe situations and taking steps to prevent accidents.** Examples: body mechanics, medical safety, equipment safety, client specific precautions, contraindications, community safety
BASIC TENETS	
4	**Articulates the values, beliefs, and distinct perspective of the occupational therapy profession to clients and other relevant parties clearly, confidently, and accurately.** Examples: families, caregivers, colleagues, service providers, administration, the public
5	**Articulates the value of occupation as a method and desired outcome of occupational therapy to clients and other relevant parties clearly, confidently, and accurately.** Examples: families, caregivers, colleagues, service providers, administration, the public
6	**Articulates the role of occupational therapy practitioners to clients and other relevant parties clearly, confidently, and accurately.** Examples: families, caregivers, colleagues, service providers, administration, the public
SCREENING AND EVALUATION	
7	**Obtains sufficient and necessary information about factors that support and hinder occupational performance from relevant sources throughout the evaluation process.** Examples: record or chart reviews, client, family, caregivers, service providers
8	**Establishes service competency in assessment methods, in accordance with setting procedures and applicable laws, by administering assessments accurately and efficiently to ensure findings are valid, reliable, and timely.** Examples: record or chart reviews, observations, interviews, standardized and non-standardized assessments
9	**Administers delegated assessments using appropriate procedures and protocols.** Examples: standardized and non-standardized assessments, interviews, and observations
10	**Assists with interpreting information in relation to the client's needs, factors, and performance.**

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	Examples: record or chart reviews, observations, interviews, standardized and non-standardized assessments **Client factors:** Specific capacities, characteristics, or beliefs that reside within the person and that influence performance in occupations. Client factors include values, beliefs, and spirituality; body functions (includes psychological functions); and body structures). Includes the consideration of psychosocial factors
11	**Reports results clearly, accurately, and concisely, reflecting the client's occupational performance.**
INTERVENTION	
12	**Articulates a clear and logical rationale for the intervention process based on the evaluation results and other relevant considerations.** Examples: contexts, theories, frames of reference, practice models, and evidence
13	**Under the supervision of and in cooperation with an occupational therapy practitioner, uses professional literature to make informed intervention decisions.** Examples: textbooks, journal articles, other relevant and reliable informational resources
14	**Selects client-centered and occupation-based interventions that motivate and challenge the client to achieve established goals.** Includes the consideration of all client centered components including psychosocial factors
15	**Implements client-centered and occupation-based intervention plans.** Includes the consideration of all client centered components including psychosocial factors
16	**Modifies the task and/or environment to maximize the client's performance.** Examples: upgrades/downgrades task; arranges client's workspace for optimal performance
17	**Recommends modification or termination of intervention plan based on the client's status.**
18	**Documents the client's response to services in a manner that demonstrates the effectiveness of interventions.**
MANAGEMENT OF OCCUPATIONAL THERAPY SERVICES	
19	**Demonstrates through practice or discussion the ability to collaborate with and assign appropriate tasks to, as indicated, the occupational therapy aide or others to whom responsibilities might be assigned**. Examples: paraprofessionals, nurses' aides, volunteers
20	**Demonstrates through practice or discussion an understanding of costs and funding systems related to occupational therapy services, such as federal, state, third party, and private payers.** Examples: billing for OT services, inventory and ordering of supplies for OT services, and options for client procurement of adaptive equipment
21	**Demonstrates knowledge about the organization.** Examples: mission and vision, accreditation status, licensing, specialty certifications

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22	**Meets productivity standards or volume of work expected of occupational therapy assistant students.**
COMMUNICATION AND PROFESSIONAL BEHAVIORS	
23	**Communicates clearly and effectively, both verbally and nonverbally**. Examples: clients, families, caregivers, colleagues, service providers, administration, the public
24	**Produces clear and accurate documentation**. Examples: legibility, spelling, punctuation, grammar, adherence to electronic health documentation requirements
25	**Collaborates with fieldwork educator(s) to maximize the learning experience.** Examples: initiates communication, asks for feedback about performance, identifies own strengths and challenges
26	**Takes responsibility for attaining professional competence by seeking out learning opportunities and interactions with fieldwork educator(s) and others.**
27	**Responds constructively to feedback in a timely manner**.
28	**Demonstrates consistent and acceptable work behaviors.** Examples: punctuality, initiative, preparedness, flexibility, dependability, professional appearance
29	**Demonstrates effective time management.** Examples: plans ahead, adheres to schedules, completes work in expected timeframe
30	**Manages relationships effectively through therapeutic use of self and adjusts approach to meet the needs of clients and others.**
31	**Demonstrates respect for diversity factors of others**. Examples: culture, socioeconomic status, beliefs, identity

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AOTA 2020 Occupational Therapy Code of Ethics

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Preamble

The *2020 Occupational Therapy Code of Ethics* (the Code) of the American Occupational Therapy Association (AOTA) is designed to reflect the dynamic nature of the occupational therapy profession, the evolving health care environment, and emerging technologies that can present potential ethical concerns in practice, research, education, and policy. AOTA members are committed to promoting inclusion, participation, safety, and well-being for all recipients of service in various stages of life, health, and illness and to empowering all beneficiaries of service to meet their occupational needs. Recipients of services may be persons, groups, families, organizations, communities, or populations (AOTA, 2020).

The Code is an AOTA Official Document and a public statement tailored to address the most prevalent ethical concerns of the occupational therapy profession. It sets forth Core Values and outlines Standards of Conduct the public can expect from those in the profession. The Code applies to all occupational therapy personnel[1] in all areas of occupational therapy and should be shared with relevant stakeholders to promote ethical conduct.

The Code serves two purposes:

1. It provides aspirational Core Values that guide occupational therapy personnel toward ethical courses of action in professional and volunteer roles.
2. It delineates ethical Principles and enforceable Standards of Conduct that apply to AOTA members.

Whereas the Code helps guide and define decision-making parameters, ethical action goes beyond rote compliance with these Principles and is a manifestation of moral character and mindful reflection. Adherence to the Code is a commitment to benefit others, to the virtuous practice of artistry and science, to genuinely good behaviors, and to noble acts of courage. Recognizing and resolving ethical issues is a systematic process that includes analyzing the complex dynamics of situations, applying moral theories and weighing alternatives, making reasoned decisions, taking action, and reflecting on outcomes. Occupational therapy personnel are expected to abide by the Principles and Standards of Conduct within this Code.

The process for addressing ethics violations by AOTA members (and associate members,[2] where applicable) is outlined in the Code's Enforcement Procedures (AOTA, 2019).

[1]The term *occupational therapy personnel* in this document includes occupational therapist and occupational therapy assistant practitioners and professionals (e.g., direct service, consultation, administration); educators; students in occupational therapy and occupational therapy assistant professional programs; researchers; entrepreneurs; business owners; and those in elected, appointed, or other professional volunteer service.

[2]For a definition of associate members, please see the AOTA website: https://www.aota.org/AboutAOTA/Membership/Types-and-Fees.aspx

Although many state regulatory boards incorporate the Code or similar language regarding ethical behavior into regulations, the Code is meant to be a freestanding document that guides ethical dimensions of professional behavior, responsibility, practice, and decision making. This Code is not exhaustive; that is, the Principles and Standards of Conduct cannot address every possible situation. Therefore, before making complex ethical decisions that require further expertise, occupational therapy personnel should seek out resources to assist with resolving conflicts and ethical issues not addressed in this document. Resources can include, but are not limited to, ethics committees, organizational ethics officers or consultants, and the AOTA Ethics Commission. For a full list of AOTA ethics resources, please refer to the AOTA website at https://www.aota.org/Practice/Ethics.aspx.

Appendix A describes the revision process for the 2020 Code. Appendix B summarizes the history of the *AOTA Occupational Therapy Code of Ethics*.

Core Values

The occupational therapy profession is grounded in seven longstanding Core Values: Altruism, Equality, Freedom, Justice, Dignity, Truth, and Prudence (AOTA, 1993). The seven Core Values provide a foundation to guide occupational therapy personnel in their interactions with others. These Core Values should be considered when determining the most ethical course of action (adapted from *Core Values and Attitudes of Occupational Therapy Practice*; AOTA, 1993):

1. *Altruism* indicates demonstration of unselfish concern for the welfare of others. Occupational therapy personnel reflect this concept in actions and attitudes of commitment, caring, dedication, responsiveness, and understanding.
2. *Equality* indicates that all persons have fundamental human rights and the right to the same opportunities. Occupational therapy personnel demonstrate this value by maintaining an attitude of fairness and impartiality and treating all persons in a way that is free of bias. Personnel should recognize their own biases and respect all persons, keeping in mind that others may have values, beliefs, or lifestyles that differ from their own. Equality applies to the professional arena as well as to recipients of occupational therapy services.
3. *Freedom* indicates valuing each person's right to exercise autonomy and demonstrate independence, initiative, and self-direction. A person's occupations play a major role in their development of self-direction, initiative, interdependence, and ability to adapt and relate to the world. Occupational therapy personnel affirm the autonomy of each individual to pursue goals that have personal and social meaning. Occupational therapy personnel value the service recipient's right and desire to guide interventions.
4. *Justice* indicates that occupational therapy personnel provide occupational therapy services for all persons in need of these services and maintain a goal-directed and objective relationship with recipients of service. Justice places value on upholding moral and legal principles and on having knowledge of and respect for the legal rights of recipients of service. Occupational therapy personnel must understand and abide by local, state, and federal laws governing professional practice. Justice is the pursuit of a state in which diverse communities are inclusive and are organized and structured so that all members can function, flourish, and live a satisfactory life regardless of age, gender identity, sexual orientation, race, religion, origin, socioeconomic status, degree of ability, or any other status or attributes. Occupational therapy personnel, by virtue of the specific nature of the practice of occupational therapy, have a vested interest in *social justice:* addressing unjust inequities that limit opportunities for participation in society (Ashe, 2016; Braveman & Bass-Haugen, 2009). They also exhibit attitudes and actions consistent with *occupational justice:* full inclusion in everyday meaningful occupations for persons, groups, or populations (Scott et al., 2017).
5. *Dignity* indicates the importance of valuing, promoting, and preserving the inherent worth and uniqueness of each person. This value includes respecting the person's social and cultural heritage and life experiences. Exhibiting attitudes and actions of dignity requires

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occupational therapy personnel to act in ways consistent with cultural sensitivity, humility, and agility.

6. *Truth* indicates that occupational therapy personnel in all situations should be faithful to facts and reality. Truthfulness, or veracity, is demonstrated by being accountable, honest, forthright, accurate, and authentic in attitudes and actions. Occupational therapy personnel have an obligation to be truthful with themselves, recipients of service, colleagues, and society. Truth includes maintaining and upgrading professional competence and being truthful in oral, written, and electronic communications.
7. *Prudence* indicates the ability to govern and discipline oneself through the use of reason. To be prudent is to value judiciousness, discretion, vigilance, moderation, care, and circumspection in the management of one's own affairs and to temper extremes, make judgments, and respond on the basis of intelligent reflection and rational thought. Prudence must be exercised in clinical and ethical reasoning, interactions with colleagues, and volunteer roles.

Principles

The Principles guide ethical decision making and inspire occupational therapy personnel to act in accordance with the highest ideals. These Principles are not hierarchically organized. At times, conflicts between competing principles must be considered in order to make ethical decisions. These Principles may need to be carefully balanced and weighed according to professional values, individual and cultural beliefs, and organizational policies.

Principle 1. Beneficence

Occupational therapy personnel shall demonstrate a concern for the well-being and safety of persons.

The Principle of *Beneficence* includes all forms of action intended to benefit other persons. The term *beneficence* has historically indicated acts of mercy, kindness, and charity (Beauchamp & Childress, 2019). Beneficence requires taking action to benefit others—in other words, to promote good, to prevent harm, and to remove harm (Doherty & Purtilo, 2016). Examples of Beneficence include protecting and defending the rights of others, preventing harm from occurring to others, removing conditions that will cause harm to others, offering services that benefit persons with disabilities, and acting to protect and remove persons from dangerous situations (Beauchamp & Childress, 2019).

Principle 2. Nonmaleficence

Occupational therapy personnel shall refrain from actions that cause harm.

The Principle of *Nonmaleficence* indicates that occupational therapy personnel must refrain from causing harm, injury, or wrongdoing to recipients of service. Whereas Beneficence requires taking action to incur benefit, Nonmaleficence requires avoiding actions that cause harm (Beauchamp & Childress, 2019). The Principle of Nonmaleficence also includes an obligation not to impose risks of harm even if the potential risk is without malicious or harmful intent. This Principle is often examined in the context of *due care,* which requires that the benefits of care outweigh and justify the risks undertaken to achieve the goals of care (Beauchamp & Childress, 2019). For example, an occupational therapy intervention might require the service recipient to invest a great deal of time and perhaps even discomfort; however, the time and discomfort are justified by potential long-term, evidence-based benefits of the treatment.

Principle 3. Autonomy

Occupational therapy personnel shall respect the right of the person to self-determination, privacy, confidentiality, and consent.

The Principle of *Autonomy* expresses the concept that occupational therapy personnel have a duty to treat the client or service recipient according to their desires, within the bounds of accepted standards of care, and to protect their confidential information. Often, respect for Autonomy is referred to as the *self-determination principle.* Respecting the Autonomy of service recipients acknowledges their agency,

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including their right to their own views and opinions and their right to make choices in regard to their own care and based on their own values and beliefs (Beauchamp & Childress, 2019). For example, persons have the right to make a determination regarding care decisions that directly affect their lives. In the event that a person lacks decision-making capacity, their Autonomy should be respected through the involvement of an authorized agent or surrogate decision maker.

Principle 4. Justice

Occupational therapy personnel shall promote equity, inclusion, and objectivity in the provision of occupational therapy services.

The Principle of *Justice* relates to the fair, equitable, and appropriate treatment of persons (Beauchamp & Childress, 2019). Occupational therapy personnel demonstrate attitudes and actions of respect, inclusion, and impartiality toward persons, groups, and populations with whom they interact, regardless of age, gender identity, sexual orientation, race, religion, origin, socioeconomic status, degree of ability, or any other status or attributes. Occupational therapy personnel also respect the applicable laws and standards related to their area of practice. Justice requires the impartial consideration and consistent observance of policies to generate unbiased decisions. For example, occupational therapy personnel work to create and uphold a society in which all persons have equitable opportunity for full inclusion in meaningful occupational engagement as an essential component of their lives.

Principle 5. Veracity

Occupational therapy personnel shall provide comprehensive, accurate, and objective information when representing the profession.

The Principle of *Veracity* refers to comprehensive, accurate, and objective transmission of information and includes fostering understanding of such information. Veracity is based on the virtues of truthfulness, candor, honesty, and respect owed to others (Beauchamp & Childress, 2019). In communicating with others, occupational therapy personnel implicitly promise to be truthful and not deceptive. For example, when entering into a therapeutic or research relationship, the service recipient or research participant has a right to accurate information. In addition, transmission of information must include means to ensure that the recipient or participant understands the information provided.

Principle 6. Fidelity

Occupational therapy personnel shall treat clients (persons, groups, or populations), colleagues, and other professionals with respect, fairness, discretion, and integrity.

The Principle of *Fidelity* refers to the duty one has to keep a commitment once it is made (Veatch et al., 2015). This commitment refers to promises made between a provider and a client, as well as maintenance of respectful collegial and organizational relationships (Doherty & Purtilo, 2016). Professional relationships are greatly influenced by the complexity of the environment in which occupational therapy personnel work. For example, occupational therapy personnel should consistently balance their duties to service recipients, students, research participants, and other professionals, as well as to organizations that may influence decision making and professional practice.

Standards of Conduct

The AOTA Ethics Commission, under the *Enforcement Procedures for the AOTA Occupational Therapy Code of Ethics* (AOTA, 2019), enforces the Standards of Conduct listed in Table 1.

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Table 1. Standards of Conduct for Occupational Therapy Personnel

Section	Standards of Conduct
1. Professional Integrity, Responsibility, and Accountability: Occupational therapy personnel maintain awareness and comply with AOTA policies and Official Documents, current laws and regulations that are relevant to the profession of occupational therapy, and employer policies and procedures.	1A. Comply with current federal and state laws, state scope of practice guidelines, and AOTA policies and Official Documents that apply to the profession of occupational therapy. (Principle: Justice; key words: policy, procedures, rules, law, roles, scope of practice) 1B. Abide by policies, procedures, and protocols when serving or acting on behalf of a professional organization or employer to fully and accurately represent the organization's official and authorized positions. (Principle: Fidelity; key words: policy, procedures, rules, law, roles, scope of practice) 1C. Inform employers, employees, colleagues, students, and researchers of applicable policies, laws, and Official Documents. (Principle: Justice; key words: policy, procedures, rules, law, roles, scope of practice) 1D. Ensure transparency when participating in a business arrangement as owner, stockholder, partner, or employee. (Principle: Justice; key words: policy, procedures, rules, law, roles, scope of practice) 1E. Respect the practices, competencies, roles, and responsibilities of one's own and other professions to promote a collaborative environment reflective of interprofessional teams. (Principle: Fidelity; key words: policy, procedures, rules, law, roles, scope of practice, collaboration, service delivery) 1F. Do not engage in illegal actions, whether directly or indirectly harming stakeholders in occupational therapy practice. (Principle: Justice; key words: illegal, unethical practice) 1G. Do not engage in actions that reduce the public's trust in occupational therapy. (Principle: Fidelity; key words: illegal, unethical practice) 1H. Report potential or known unethical or illegal actions in practice, education, or research to appropriate authorities. (Principle: Justice; key words: illegal, unethical practice) 1I. Report impaired practice to the appropriate authorities. (Principle: Nonmaleficence; key words: illegal, unethical practice) 1J. Do not exploit human, financial, or material resources of employers for personal gain. (Principle: Fidelity; key words: exploitation, employee) 1K. Do not exploit any relationship established as an occupational therapy practitioner, educator, or researcher to further one's own physical, emotional, financial, political, or business interests. (Principle: Nonmaleficence; key words: exploitation, academic, research) 1L. Do not engage in conflicts of interest or conflicts of commitment in employment, volunteer roles, or research. (Principle: Fidelity; key words: conflict of interest) 1M. Do not use one's position (e.g., employee, consultant, volunteer) or knowledge gained from that position in such a manner as to give rise to real or perceived conflict of interest among the person, the employer, other AOTA members, or other organizations. (Principle: Fidelity; key words: conflict of interest) 1N. Do not barter for services when there is the potential for exploitation and conflict of interest. (Principle: Nonmaleficence; key words: conflict of interest) 1O. Conduct and disseminate research in accordance with currently accepted ethical guidelines and standards for the protection of research participants, including informed consent and disclosure of potential risks and benefits. (Principle: Beneficence; key words: research)
2. Therapeutic Relationships: Occupational therapy personnel develop therapeutic relationships to promote occupational well-being in all persons, groups, organizations, and society,	2A. Respect and honor the expressed wishes of recipients of service. (Principle: Autonomy; key words: relationships, clients, service recipients) 2B. Do not inflict harm or injury to recipients of occupational therapy services, students, research participants, or employees. (Principle: Nonmaleficence; key words: relationships, clients, service recipients, students, research, employer, employee)

(*Continued*)

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Table 1. Standards of Conduct for Occupational Therapy Personnel (*cont'd*)

Section	Standards of Conduct
regardless of age, gender identity, sexual orientation, race, religion, origin, socioeconomic status, degree of ability, or any other status or attributes.	2C. Do not threaten, manipulate, coerce, or deceive clients to promote compliance with occupational therapy recommendations. (Principle: Autonomy; key words: relationships, clients, service recipients) 2D. Do not engage in sexual activity with a recipient of service, including the client's family or significant other, while a professional relationship exists. (Principle: Nonmaleficence; key words: relationships, clients, service recipients, sex) 2E. Do not accept gifts that would unduly influence the therapeutic relationship or have the potential to blur professional boundaries, and adhere to employer policies when offered gifts. (Principle: Justice; key words: relationships, gifts, employer) 2F. Establish a collaborative relationship with recipients of service and relevant stakeholders to promote shared decision making. (Principle: Autonomy; key words: relationships, clients, service recipients, collaboration) 2G. Do not abandon the service recipient, and attempt to facilitate appropriate transitions when unable to provide services for any reason. (Principle: Nonmaleficence; key words: relationships, client, service recipients, abandonment) 2H. Adhere to organizational policies when requesting an exemption from service to an individual or group because of self-identified conflict with personal, cultural, or religious values. (Principle: Fidelity; key words: relationships, client, service recipients, conflict, cultural, religious, values) 2I. Do not engage in dual relationships or situations in which an occupational therapy professional or student is unable to maintain clear professional boundaries or objectivity. (Principle: Nonmaleficence; key words: relationships, clients, service recipients, colleagues, professional boundaries, objectivity, social media) 2J. Proactively address workplace conflict that affects or can potentially affect professional relationships and the provision of services. (Principle: Fidelity; key words: relationships, conflict, clients, service recipients, colleagues) 2K. Do not engage in any undue influences that may impair practice or compromise the ability to safely and competently provide occupational therapy services, education, or research. (Principle: Nonmaleficence; key words: relationships, colleagues, impair, safety, competence, client, service recipients, education, research) 2L. Recognize and take appropriate action to remedy occupational therapy personnel's personal problems and limitations that might cause harm to recipients of service. (Principle: Nonmaleficence; key words: relationships, clients, service recipients, personal, safety) 2M. Do not engage in actions or inactions that jeopardize the safety or well-being of others or team effectiveness. (Principle: Fidelity; key words: relationships, clients, service recipients, colleagues, safety, law, unethical, impaired, competence)
3. Documentation, Reimbursement, and Financial Matters: Occupational therapy personnel maintain complete, accurate, and timely records of all client encounters.	3A. Bill and collect fees justly and legally in a manner that is fair, reasonable, and commensurate with services delivered. (Principle: Justice; key words: billing, fees) 3B. Ensure that documentation for reimbursement purposes is done in accordance with applicable laws, guidelines, and regulations. (Principle: Justice; key words: documentation, reimbursement, law) 3C. Record and report in an accurate and timely manner and in accordance with applicable regulations all information related to professional or academic documentation and activities. (Principle: Veracity; key words: documentation, timely, accurate, law, fraud) 3D. Do not follow arbitrary directives that compromise the rights or well-being of others, including unrealistic productivity expectations, fabrication, falsification, plagiarism of documentation, or inaccurate coding. (Principle: Nonmaleficence; key words: productivity, documentation, coding, fraud)

(*Continued*)

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Table 1. Standards of Conduct for Occupational Therapy Personnel (*cont'd*)

Section	Standards of Conduct
4. Service Delivery: Occupational therapy personnel strive to deliver quality services that are occupation based, client centered, safe, interactive, culturally sensitive, evidence based, and consistent with occupational therapy's values and philosophies.	4A. Respond to requests for occupational therapy services (e.g., referrals) in a timely manner as determined by law, regulation, or policy. (Principle: Justice; key words: occupational therapy process, referral, law) 4B. Provide appropriate evaluation and a plan of intervention for recipients of occupational therapy services specific to their needs. (Principle: Beneficence; key words: occupational therapy process, evaluation, intervention) 4C. Use, to the extent possible, evaluation, planning, intervention techniques, assessments, and therapeutic equipment that are evidence based, current, and within the recognized scope of occupational therapy practice. (Principle: Beneficence; key words: occupational therapy process, evaluation, intervention, evidence, scope of practice) 4D. Obtain informed consent (written, verbal, electronic, or implied) after disclosing appropriate information and answering any questions posed by the recipient of service, qualified family member or caregiver, or research participant to ensure voluntary participation. (Principle: Autonomy; key words: occupational therapy process, informed consent) 4E. Fully disclose the benefits, risks, and potential outcomes of any intervention; the occupational therapy personnel who will be providing the intervention; and any reasonable alternatives to the proposed intervention. (Principle: Autonomy; key words: occupational therapy process, intervention, communication, disclose, informed consent) 4F. Describe the type and duration of occupational therapy services accurately in professional contracts, including the duties and responsibilities of all involved parties. (Principle: Veracity; key words: occupational therapy process, intervention, communication, disclose, informed consent, contracts) 4G. Respect the client's right to refuse occupational therapy services temporarily or permanently, even when that refusal has potential to result in poor outcomes. (Principle: Autonomy; key words: occupational therapy process, refusal, intervention, service recipients) 4H. Provide occupational therapy services, including education and training, that are within each practitioner's level of competence and scope of practice. (Principle: Beneficence; key words: occupational therapy process, services, competence, scope of practice) 4I. Reevaluate and reassess recipients of service in a timely manner to determine whether goals are being achieved and whether intervention plans should be revised. (Principle: Beneficence; key words: occupational therapy process, reevaluation, reassess, intervention) 4J. Terminate occupational therapy services in collaboration with the service recipient or responsible party when the services are no longer beneficial. (Principle: Beneficence; key words: occupational therapy process, termination, collaboration) 4K. Refer to other providers when indicated by the needs of the client. (Principle: Beneficence; key words: occupational therapy process, referral, service recipients) 4L. Provide information and resources to address barriers to access for persons in need of occupational therapy services. (Principle: Justice; key words: beneficence, advocate, access) 4M. Report systems and policies that are discriminatory or unfairly limit or prevent access to occupational therapy. (Principle: Justice; key words: discrimination, unfair, access, social justice) 4N. Provide professional services within the scope of occupational therapy practice during community-wide public health emergencies as directed by federal, state, and local agencies. (Principle: Beneficence; key words: disasters, emergency)

(*Continued*)

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Table 1. Standards of Conduct for Occupational Therapy Personnel (*cont'd*)

Section	Standards of Conduct
5. Professional Competence, Education, Supervision, and Training: Occupational therapy personnel maintain credentials, degrees, licenses, and other certifications to demonstrate their commitment to develop and maintain competent, evidence-based practice.	5A. Hold requisite credentials for the occupational therapy services one provides in academic, research, physical, or virtual work settings. (Principle: Justice; key words: credentials, competence) 5B. Represent credentials, qualifications, education, experience, training, roles, duties, competence, contributions, and findings accurately in all forms of communication. (Principle: Veracity; key words: credentials, competence) 5C. Take steps (e.g., professional development, research, supervision, training) to ensure proficiency, use careful judgment, and weigh potential for harm when generally recognized standards do not exist in emerging technology or areas of practice. (Principle: Beneficence; key words: credentials, competence) 5D. Maintain competence by ongoing participation in professional development relevant to one's practice area. (Principle: Beneficence; key words: credentials, competence) 5E. Take action to resolve incompetent, disruptive, unethical, illegal, or impaired practice in self or others. (Principle: Fidelity; key words: competence, law) 5F. Ensure that all duties delegated to other occupational therapy personnel are congruent with their credentials, qualifications, experience, competencies, and scope of practice with respect to service delivery, supervision, fieldwork education, and research. (Principle: Beneficence; key words: supervisor, fieldwork, supervision, student) 5G. Provide appropriate supervision in accordance with AOTA Official Documents and relevant laws, regulations, policies, procedures, standards, and guidelines. (Principle: Justice; key words: supervisor, fieldwork, supervision, student) 5H. Be honest, fair, accurate, respectful, and timely in gathering and reporting fact-based information regarding employee job performance and student performance. (Principle: Veracity; key words: supervisor, supervision, fieldwork, performance) 5I. Do not participate in any action resulting in unauthorized access to educational content or exams, screening and assessment tools, websites, and other copyrighted information, including but not limited to plagiarism, violation of copyright laws, and illegal sharing of resources in any form. (Principle: Justice; key words: plagiarize, student, copyright, cheating) 5J. Provide students with access to accurate information regarding educational requirements and academic policies and procedures relative to the occupational therapy program or educational institution. (Principle: Veracity; key words: education, student)
6. Communication: Whether in written, verbal, electronic, or virtual communication, occupational therapy personnel uphold the highest standards of confidentiality, informed consent, autonomy, accuracy, timeliness, and record management.	6A. Maintain the confidentiality of all verbal, written, electronic, augmentative, and nonverbal communications in compliance with applicable laws, including all aspects of privacy laws and exceptions thereto (e.g., Health Insurance Portability and Accountability Act, Family Educational Rights and Privacy Act). (Principle: Autonomy; key words: law, autonomy, confidentiality, communication, justice) 6B. Maintain privacy and truthfulness in delivery of occupational therapy services, whether in person or virtually. (Principle: Veracity; key words: telecommunication, telehealth, confidentiality, autonomy) 6C. Preserve, respect, and safeguard private information about employees, colleagues, and students unless otherwise mandated or permitted by relevant laws. (Principle: Fidelity; key words: communication, confidentiality, autonomy) 6D. Demonstrate responsible conduct, respect, and discretion when engaging in digital media and social networking, including but not limited to refraining from posting protected health or other identifying information. (Principle: Autonomy; key words: communication, confidentiality, autonomy, social media) 6E. Facilitate comprehension and address barriers to communication (e.g., aphasia; differences in language, literacy, health literacy, or culture) with the recipient of

(*Continued*)

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Table 1. Standards of Conduct for Occupational Therapy Personnel (*cont'd*)

Section	Standards of Conduct
	service (or responsible party), student, or research participant. (Principle: Autonomy; key words: communication, barriers) 6F. Do not use or participate in any form of communication that contains false, fraudulent, deceptive, misleading, or unfair statements or claims. (Principle: Veracity; key words: fraud, communication) 6G. Identify and fully disclose to all appropriate persons any errors or adverse events that compromise the safety of service recipients. (Principle: Veracity; key words: truthfulness, communication, safety, clients, service recipients) 6H. Ensure that all marketing and advertising are truthful, accurate, and carefully presented to avoid misleading recipients of service, research participants, or the public. (Principle: Veracity; key words: truthfulness, communication) 6I. Give credit and recognition when using the ideas and work of others in written, oral, or electronic media (i.e., do not plagiarize). (Principle: Veracity; key words: truthfulness, communication, plagiarism, students) 6J. Do not engage in verbal, physical, emotional, or sexual harassment of any individual or group. (Principle: Fidelity; key words: inappropriate communication, harassment, digital media, social media, social networking, professional civility) 6K. Do not engage in communication that is discriminatory, derogatory, biased, intimidating, insensitive, or disrespectful or that unduly discourages others from participating in professional dialogue. (Principle: Fidelity; key words: inappropriate communication, professionalism, professional civility) 6L. Engage in collaborative actions and communication as a member of interprofessional teams to facilitate quality care and safety for clients. (Principle: Fidelity; key words: communication, collaboration, interprofessional, professional civility, service recipients)
7. Professional Civility: Occupational therapy personnel conduct themselves in a civil manner during all discourse. *Civility* "entails honoring one's personal values, while simultaneously listening to disparate points of view" (Kaslow & Watson, 2016, para. 1). These values include cultural sensitivity and humility.	7A. Treat all stakeholders professionally and equitably through constructive engagement and dialogue that is inclusive, collaborative, and respectful of diversity of thought. (Principle: Justice; key words: civility, diversity, inclusivity, equitability, respect) 7B. Demonstrate courtesy, civility, value, and respect to persons, groups, organizations, and populations when engaging in personal, professional, or electronic communications, including all forms of social media or networking, especially when that discourse involves disagreement of opinion, disparate points of view, or differing values. (Principle: Fidelity; key words: values, respect, opinion, points of view, social media, civility) 7C. Demonstrate a level of cultural humility, sensitivity, and agility within professional practice that promotes inclusivity and does not result in harmful actions or inactions with persons, groups, organizations, and populations from diverse backgrounds including age, gender identity, sexual orientation, race, religion, origin, socioeconomic status, degree of ability, or any other status or attributes. (Principle: Fidelity; key words: civility, cultural competence, diversity, cultural humility, cultural sensitivity) 7D. Do not engage in actions that are uncivil, intimidating, or bullying or that contribute to violence. (Principle: Fidelity; key words: civility, intimidation, hate, violence, bullying) 7E. Conduct professional and personal communication with colleagues, including electronic communication and social media and networking, in a manner that is free from personal attacks, threats, and attempts to defame character and credibility directed toward an individual, group, organization, or population without basis or through manipulation of information. (Principle: Fidelity; key words: civility, culture, communication, social media, social networking, respect)

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Revised by the AOTA Ethics Commission, 2020

Adopted by the Representative Assembly, November 2020

Note. This revision replaces the 2015 document *Occupational Therapy Code of Ethics (2015),* previously published and copyrighted in 2015 by the American Occupational Therapy Association in the *American Journal of Occupational Therapy, 69,* 6913410030. https://doi.org/10.5014/ajot.2015.696S03

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Appendix A. 2020 Revision Process for the *AOTA 2020 Occupational Therapy Code of Ethics*

In Fall 2019, the Ethics Commission (EC) of the American Occupational Therapy Association (AOTA) began the process of reviewing the *Occupational Therapy Code of Ethics* (the Code) as part of the AOTA Representative Assembly's 5-year review cycle. Although ethical principles are timeless, the issues to which they apply and the manner of application are constantly evolving, as are the health care and community environments in which occupational therapy personnel apply them. Therefore, the Code must change to remain applicable to the environments in which occupational therapy personnel work. The following paragraphs outline the changes made to the 2015 Code.

From August to November 2019, EC members reviewed codes of ethics from several health care professions and found that the organization of codes of ethics documents and online platforms had evolved. These professions had organized their codes not by bioethical principles, but by their relationship to areas of practice and professionalism. Moreover, the professions had organized their online platforms for greater interactive agility. The EC decided that a major revision of the Code's organization was in order, although the majority of the content would remain unchanged.

EC members divided into work groups to reorganize the Code by dividing the 2015 Code into the following parts: Preamble, Core Values, Principles, Standards of Conduct, and Appendixes.

EC work group members reorganized the Standards of Conduct from the 2015 Code into behavioral categories. The work group reviewed and discussed the placement of the Standards until consensus was reached. The work group then presented the reorganization of the Standards to the full EC for discussion on February 25, 2020. The EC continued to review and reorganize the standards until June 9, 2020. The EC added a section on Professional Civility in response to a referred motion from the Representative Assembly. Once completed and reviewed on June 9, the EC sent the revised Code draft to content experts for further review and edits.

Content experts completed a survey for responding to changes in the Code using both Likert-type scale ratings and open-ended responses. The EC reviewed the feedback from the content experts on July 14, 2020, and incorporated revisions to create a draft of the Code for membership review.

In July and August 2020, the EC sent a survey to all AOTA members to garner feedback on the revised Code. Results of the survey indicated that among the 122 respondents to the survey, there was 80% or greater agreement that each part of the Code was both relevant and clear. EC members compiled qualitative feedback, carefully considered comments, and made edits to complete the final draft of the Code. The EC then submitted this final draft of the Code, and accompanying motion and rationale, to the Representative Assembly in September 2020. After online discussion, the Representative Assembly voted on November 4, 2020, to pass the motion to strike the *Occupational Therapy Code of Ethics (2015)* and replace it with the *AOTA 2020 Occupational Therapy Code of Ethics*.

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Appendix B. History of the *AOTA Occupational Therapy Code of Ethics*

As society evolves, so must our understanding and implementation of ethical practices as occupational therapy personnel. The American Occupational Therapy Association (AOTA) *2020 Occupational Therapy Code of Ethics* (the Code) continues to be a critical tool in the AOTA Ethics Commission's quest to guide ethical conduct and elevate public trust in the profession. The Code must be a dynamic, living document that grows and develops to complement changes in occupational therapy delivery models, technology, and society.

The first official AOTA ethical code was established in 1975. Work to create this document, titled "Principles of Ethics," began in 1973. Carolyn Baum, Carlotta Welles, Larry Peak, Lou Arents, and Carole Hayes authored this document. At that time, many professional associations began creating codes of ethics in response to the ethical issues being raised by the Tuskegee Syphilis Study, in which researchers studied the effects of syphilis on African-American men who had not given informed consent and were told that they were being treated for the disease (Centers for Disease Control and Prevention, 2016). The outcry after the public became aware of this violation, even after standards had been put in place after World War II and the Nuremberg Code of 1947, led many professions to establish ethics rules.

In April 1977, the AOTA Representative Assembly approved the "Principles of Occupational Therapy Ethics," and AOTA distributed them in the *American Journal of Occupational Therapy* in November 1977. This first publicly circulated rendition of the Code of Ethics consisted of 12 principles, all starting with the words "Related to," such as "Related to the Recipient of Service."

The Code of Ethics underwent revisions in 1988, 1994, 2000, 2005, 2010, 2015, and 2020, with input from AOTA membership. The 1988 revision began to look like the modern Code, with headings called "Principles" and subheadings called "Standards." In 1994, the members of the AOTA Ethics Commission added a focus on bioethical principles rather than professional behaviors, as in the previous two editions. The Principles included in the 1994 Code were Beneficence; Autonomy, Privacy, and Confidentiality; Duty; Justice; and Fidelity and Veracity. The Principle of Nonmaleficence was added in 2000, and Social Justice was added in 2010, then combined with the Principle of Justice in 2015.

There were 30 Standards of Conduct in 2000; this number increased to 38 in 2005 and to 77 in 2010, then decreased to 69 in 2015. These Standards, categorized under the various Principles, were expanded to promote ethical practice in a variety of areas, including the use of technology for telehealth, social media, Internet use, and health records. With the 2020 Code revision, the EC has grouped the revised 73 Standards of Conduct by behaviors rather than under the Principles, in order to return to the original concept of relating the Standards to desired professional behaviors, so that they are more easily accessible to the membership when using the Code. As charged by the Representative Assembly, the Ethics Commission added a section on Professional Civility in 2020.

The Representative Assembly mandates that the Code, as an official AOTA policy document, undergo review every 5 years. This continual review is especially important because some states use the AOTA Code as part of their licensure acts. In addition, some states require occupational therapy practitioners to obtain continuing education in ethics in order to maintain licensure. In updating the Code to meet the needs of members and society, the occupational therapy profession continues to reflect and lead change in health care.

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APPENDIX O — CONSENT FOR RELEASE OF INFORMATION, RELEASE OF LIABILITY

Student Name:_____ **Student ID:**_____

Program: Fieldwork Education for Occupational Therapy Assistant Program

Description of Activity: Participation in Occupational Therapy Assistant Program Fieldwork Rotations

Date(s) of Activity: For the duration of the student's enrollment in the OTA program

Location: College of the Canyons

I understand and acknowledge that I have voluntarily enrolled in the Occupational Therapy Assistant program of the Santa Clarita Community College District ("District"). As part of this program, the District may be required to release personal information, including my Social Security Number, to affiliated fieldwork sites to support my participation in required training activities.

I hereby give my consent and authorize the District to use and disclose my personal information, including my Social Security Number, to any fieldwork affiliate as required for purposes such as granting access to electronic medical record systems or fulfilling onboarding requirements. This consent remains valid throughout my enrollment in the District's Occupational Therapy Assistant program.

I voluntarily waive any claims against the District for any unauthorized release of personal information occurring during or as a result of these activities.

By choosing to participate in this training, I agree to assume full responsibility for any and all risks associated with fieldwork participation or any related activities. On behalf of myself and my heirs, executors, administrators, and assigns, I hereby release and hold harmless the Santa Clarita Community College District, College of the Canyons, and its officers, agents, employees, and volunteers from any liability connected to the use or disclosure of personal information as part of my fieldwork training. This release applies regardless of whether such release arises from negligence or otherwise.

I acknowledge that I have read, understood, and agreed to the terms outlined in this Consent for Release of Information and Release of Liability.

Name: _____
NAME OF STUDENT (PLEASE PRINT)

Signature of Participant: _____ Date _____

APPENDIX P — EMERGENCY CONTACT INFORMATION

Student Name:_____

Student ID:_____ Current Semester:_____

Name (First Middle Last):	
Birthdate:	
Address:	
City, State Zip:	
Home Phone:	
Cell Phone:	
Cell Phone Carrier:	
Work Phone:	
COC Email (Mandatory):	

IN CASE OF EMERGENCY, NOTIFY: (please print)

Name:	
Relationship:	
Address:	
City, State Zip:	
Phone:	

Student Signature:_____ Date:_____

APPENDIX Q — LABORATORY PARTICIPATION AGREEMENT

Student Name:_____ **Student ID:**_____

Purpose

The laboratory component of the Occupational Therapy Assistant (OTA) program is designed to simulate authentic occupational therapy practice across a variety of healthcare, educational, and community-based settings. Laboratory experiences provide students with supervised, hands-on opportunities to develop the knowledge, clinical reasoning, psychomotor skills, professionalism, and therapeutic use of self required of an entry-level occupational therapy assistant. Students will participate in laboratory activities that may include occupational therapy assessments, activity analysis, transfer training, wheelchair mobility, therapeutic exercise, range of motion, manual muscle testing, splint fabrication, adaptive equipment training, activities of daily living (ADL) instruction, environmental modifications, positioning, documentation, and simulated intervention sessions. Students will frequently practice these skills with fellow classmates under direct faculty supervision. All laboratory activities are educational simulations and are conducted in accordance with ACOTE Standards, College of the Canyons' policies, OSHA, Cal-OSHA, HIPAA requirements, and OTA program safety guidelines. By signing below, I acknowledge that I have read, understand, and agree to comply with the following expectations.

1. Mandatory Participation

- Attend all required laboratory sessions.
- Actively participate in all assigned laboratory activities.
- Complete all required laboratory competencies.
- Understand that absences, failure to participate, or refusal to complete required laboratory activities may negatively affect my course grade and progression.

2. Supervised Practice Only

- Perform occupational therapy skills only under OTA faculty supervision.
- Do not operate laboratory equipment without permission.
- Do not remove laboratory equipment or supplies unless authorized.

3. Safety and Infection Control

- Follow Standard Precautions and PPE requirements.
- Use proper body mechanics and transfer techniques.
- Report injuries, spills, equipment malfunctions, or unsafe conditions immediately.
- Follow emergency procedures.

4. Use of Laboratory Equipment and Materials

- Equipment and supplies are for educational purposes only.
- Use equipment responsibly and only as instructed.

5. Professionalism

- Arrive prepared and on time.
- Wear appropriate laboratory attire.
- Demonstrate professional behavior and communication.
- Treat classmates, faculty, staff, and guests respectfully.
- Maintain confidentiality and follow faculty directions.

6. Laboratory Cleanliness and Equipment Care

- Clean and disinfect work areas and equipment.
- Return equipment to designated storage.
- Dispose of waste properly.
- Report damaged equipment.

7. Student Partner Participation and Professional Physical Contact

- I understand I will work collaboratively with fellow cohort members during laboratory instruction.
- I will alternate roles as the occupational therapy practitioner and simulated client.
- I understand laboratory instruction requires appropriate professional physical contact for educational purposes.
- Activities may include transfers, mobility, wheelchair positioning, ROM, MMT, goniometry, splint fabrication, ADL/IADL training, adaptive equipment instruction, positioning, therapeutic handling, assessments, and other curriculum-required interventions.
- All physical contact will be respectful, professional, supervised by OTA faculty, and directly related to educational objectives.
- I am expected to both provide and receive appropriate therapeutic handling unless an approved accommodation has been granted.
- I will notify faculty of any medical condition or limitation affecting participation.

8. Professional Conduct During Laboratory Activities

- Obtain verbal consent before hands-on activities.
- Respect classmates' privacy, dignity, comfort, and boundaries.
- Stop any activity if requested by my partner or faculty.
- Use professional language and therapeutic communication.
- Maintain confidentiality.
- Refrain from inappropriate touching, harassment, discrimination, retaliation, or horseplay.

9. CPR Certification

- Maintain current American Heart Association Basic Life Support (BLS) for Healthcare Providers certification before fieldwork and throughout the OTA program.

10. Food, Drink, and Emergency Procedures

- No food in the laboratory.
- Water may be stored with personal belongings but not consumed during laboratory activities.
- Become familiar with emergency procedures.

11. Confidentiality

- Maintain HIPAA and FERPA confidentiality.
- Do not photograph, record, or post laboratory activities without written faculty permission.

12. Artificial Intelligence (AI) and Technology Use

- Do not upload laboratory materials, simulated patient information, photographs, videos, or documentation containing confidential information into AI platforms or unauthorized applications.
- Unauthorized AI or social media use may result in disciplinary action.

Acknowledgment

I certify that I have read and understand this Occupational Therapy Assistant Program Laboratory Participation Agreement. I agree to abide by all policies, procedures, safety requirements, and professional expectations described herein. I understand that failure to comply may result in disciplinary action, removal from laboratory activities, course failure, or dismissal from the OTA program.

Name: _____

NAME OF STUDENT (PLEASE PRINT)

Signature of Participant: _____ Date _____

APPENDIX R — MEDIA, PHOTO, AND AUDIO VISUAL RELEASE FORM

I hereby grant the Santa Clarita Community College District permission to use my likeness in a photograph or video in any and all of its publications, including website entries, without payment or any other consideration.

I understand and agree that these materials will become the property of the Santa Clarita Community College District and will not be returned.

I hereby irrevocably authorize the Santa Clarita Community College District to edit, alter, copy, exhibit, publish or distribute this photo for purposes of publicizing the Santa Clarita Community College District's programs or for any other lawful purpose. In addition, I waive the right to inspect or approve the finished product, including written or electronic copy, wherein my likeness appears. Additionally, I waive any right to royalties or other compensation arising or related to the use of the photograph or video.

I hereby agree to hold harmless and indemnify the Santa Clarita Community College District, their parent, affiliates, subsidiaries, authorized representatives, directors, officers, agents and employees against any and all liability for any judgments, awards, expenses, fines, penalties, attorneys' fees, or other claims for damages in connection with any suit, complaint, charge, proceeding or action of any kind alleging a violation of any statutory or regulatory provision or otherwise arising out of the negligent act or willful misconduct by myself, of its duties and responsibilities under this Agreement, unless such performance or nonperformance occurred at the direction of or was caused by the district. This hold harmless and indemnification includes but is not limited to compensatory damages, punitive damages, regulatory fines and penalties, and extra-contractual liability.

I have read this release before signing below and I fully understand the contents, meaning, and impact of this release. I am 18 years of age or older and am competent to contract in my own name.

Name: _____
NAME OF STUDENT (PLEASE PRINT)

Signature: _____ Date: _____

If the person signing is under age 18, there must be consent by a parent or guardian, as follows:

I hereby certify that I am the parent or guardian of _____, named above, and do hereby give my consent without reservation to the foregoing on behalf of this person.

Parent/Guardian Name: _____
NAME OF PARENT/GUARDIAN (PLEASE PRINT)

Parent/Guardian Signature: _____ Date: _____

APPENDIX S — ACTIVITY PARTICIPATION WAIVER

Student Name: _____ Student ID: _____

Program: Occupational Therapy Assistant Program

Description of Activity: Participation in Occupational Therapy Assistant Program

Date(s) of Activity: For the duration of the student's enrollment in the program

Location: College of the Canyons

I understand and acknowledge that by being permitted to enroll in and participate in the Santa Clarita Community College District ("District") Occupational Therapy Assistant program activities, I will be exposed to laboratory, classroom components, and clinical experience including but not limited to, hands-on skill practice involving prescription processing, medication handling, mock compounding, and the use of pharmacy equipment. I understand and acknowledge that the above-mentioned activity and any related activities, by their very nature, pose the potential risk of serious injury or illness to individuals who participate. I also understand that I have the option to consult a physician before engaging in this Activity. Some injuries or illnesses that may result include, but are not limited to:

- Fractured bones
- Sprains
- Unconsciousness
- Head and/or back injuries
- Paralysis
- Activity-related injury/illness
- Loss of eyesight
- Communicable diseases
- Death

This list is not all-inclusive but is intended to inform me of the risks involved so I can make an informed and voluntary choice regarding my participation.

I agree to assume all liability and responsibility for any potential risks associated with this Activity or related activities. I hereby voluntarily release, on behalf of myself and my heirs, executors, administrators, and assigns, the Santa Clarita Community College District, College of the Canyons, its officers, agents, employees, and volunteers from any liability for property damage, personal or bodily injury, or wrongful death associated with participation, including travel to and from any related location, regardless of whether such injury is due to negligence or otherwise. In the event of accident or illness, I consent to any necessary x-ray examination, anesthesia, medical or dental diagnosis or treatment, and hospital care as deemed appropriate by a licensed physician or dentist. I agree that the District is not legally or financially responsible for any outcome resulting from such care. In the event of accident or illness please notify:

Name_____ Telephone_____

I agree on behalf of my heirs, executors, administrators, or assigns, that if any claim for personal injury, property damage, or wrongful death is brought against the District, my estate will indemnify and hold the District harmless against any such claim. IT IS MY INTENTION, BY THIS INSTRUMENT, TO EXEMPT AND RELIEVE THE SANTA CLARITA COMMUNITY COLLEGE DISTRICT FROM LIABILITY FOR PERSONAL INJURY, PROPERTY DAMAGE, OR WRONGFUL DEATH CAUSED BY NEGLIGENCE. I acknowledge that I have read, understood, and agreed to this Activity Participation Waiver and Release of Liability.

Print Name of Participant_____

Signature of Participant_____Date _____

APPENDIX T — 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 clinical 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 U — 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.

Print Name of Participant_____

Signature of Participant_____Date _____

APPENDIX V — GOVERNMENT-ISSUED PHOTO ID SUBMISSION

Purpose

To comply with fieldwork site requirements and college enrollment verification, all students enrolled in the Occupational Therapy Assistant program must submit a copy of a valid government-issued photo identification (ID). This policy outlines acceptable forms of ID and submission procedures.

Accepted Forms of Government-Issued Photo ID

Students must provide one of the following:

- State-issued Driver's License or Identification Card
- U.S. Passport or Passport Card
- U.S. Military ID
- Permanent Resident Card (Green Card)
- State-issued DMV Identification Card
- Employment Authorization Document (EAD)
- Other government-issued photo identification that includes full legal name and date of birth

The ID must be valid (not expired) at the time of submission.

Submission Instructions

Please refer to Orientation Canvas Instructions: items to Turn In Before Class Begins for submission requirements and instructions.

Failure to submit an acceptable ID may result in a delay in accessing fieldwork sites or campus resources.

APPENDIX W — STUDENT BADGES / STATE ISSUED ID

All students are required to wear photo identification badges while training in hospitals.

(NOTE – you cannot get the student badge until after you register for class)

- You MUST walk into the Campus life and Student Engagement Office located on the Valencia campus, Student Center Room 102 or Canyon Country campus, Student Center Room 1A
- You must be the individual who is requesting the student ID card and the student badge—No exceptions!
- There is $11.00 fee for student badges. Please be aware that you may request a maximum of two student ID cards per semester.
- The student ID card/student badge MUST be picked up in person.

Reminder: Bring a copy of your student badge to class OTA100.
Hand-deliver your copy to Mrs. Hillary.

APPENDIX X — ACKNOWLEDGMENT OF OTA STUDENT HANDBOOK RECEIPT

I have received a copy of the College of the Canyons Occupational Therapy Assistant Student 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 Student 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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