GREEN RIVER COLLEGE
Health Science Programs
Student Handbook

Occupational Therapy Assistant

2018 - 2019
Green River College has made reasonable efforts to provide information that is accurate at the time of publication. However, the college reserves the right to make appropriate changes in procedures, policies, calendars, requirements, programs, courses and fees. When feasible, changes will be announced prior to their effective dates, but the college assumes no responsibility for giving any particular notice of such changes. Nothing herein shall be construed to create any offer to contract or contractual rights.
INTRODUCTION

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

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

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

Students in Health Science Programs are required to adhere to the policies, procedures, and information in both the Green River College Student Handbook and the Health Science Student Handbook.
MISSION
The mission of Green River College is to:

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

VISION
The vision for Green River College for 2020 is:

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


LEARNING OUTCOMES

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

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

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

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

STUDENT RIGHTS AND RESPONSIBILITIES

Judicial Programs maintains and administers the Student Code of Conduct for Green River.

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

See detailed information regarding:

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

For detailed information regarding student responsibility in Academic Honesty, go to http://libguides.greenriver.edu/academic-honesty

Disability Support Services works with qualified students with disabilities in a confidential, respectful, and safe environment to identify and develop reasonable classroom accommodations; to ensure equal opportunity and access of academic and professional goals; and to promote an accessible where students with disabilities have equal opportunity to participate in college programs and activities.

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

SA-19: PERSONAL VIOLENCE, HARASSMENT AND SEXUAL ASSAULT POLICY AND PROCEDURE: Green River College recognizes its responsibility for investigation, resolution, implementation of corrective measures, and monitoring the educational environment and workplace to stop, remediate, and prevent discrimination on the basis of race, color, national origin, age, perceived or actual physical or mental disability, pregnancy, genetic information, sex, sexual orientation, gender identity, marital status, creed, religion, honorably discharged veteran or military status, or use of a trained guide dog or service animal, as required by Title VI of the Civil Rights Act of 1964, Title VII of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, Sections 504 and 508 of the Rehabilitation Act of 1973, the Americans with Disabilities Act and

ADA Amendment Act, the Age Discrimination Act of 1975, the Violence Against Women Reauthorization Act and Washington State’s Law Against Discrimination, Chapter 49.60 RCW and their implementing regulations. To this end, Green River College has enacted policies prohibiting discrimination against and harassment of members of these protected classes. Any individual found to be in violation of these policies will be subject to disciplinary action up to and including dismissal from the College or from employment.

Any employee, student, applicant, or visitor who believes that he or she has been the subject of discrimination or harassment should report the incident or incidents to the College’s appropriate Title IX Coordinator identified below. If the complaint is against that Coordinator, the complainant should report the matter to the president’s office for referral to an alternate designee.
For student to student issues:

Contact: Deborah Casey  
Title: Title IX Coordinator for students  
Office: Student Affairs & Success Center (SA-206) Extension: 3328  
Email: dcasey@greenriver.edu

For employees and public/visitors:

Contact: Marshall Sampson  
Title: Title IX / EEO Coordinator  
Office: Administration Building (AD-17) Extension: 3320  
Email: msampson@greenriver.edu

The Title IX Coordinator or designee for student to student issues:

• Will accept all complaints and referrals from College students.  
• Will make determinations regarding how to handle requests by complainants for confidentiality.  
• Will keep accurate records of all complaints and referrals for the required time period.  
• May conduct investigations or delegate and oversee investigations conducted by a designee.  
• May impose interim remedial measures to protect parties during investigations of discrimination or harassment.  
• Will issue written findings and recommendations upon completion of an investigation.  
• May recommend specific corrective measures to stop, remediate, and prevent the recurrence of inappropriate conduct.

The College encourages the timely reporting of any incidents of discrimination or harassment. Complaints may be submitted in writing or orally. For complainants who wish to submit a written complaint, a formal complaint form is available. Hardcopies of the complaint form are available at the following locations on campus: in Student Affairs, Human Resources, and Campus Safety.
CAMPUS CONTACTS AND RESOURCES

Campus Bookstore

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

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

Campus Safety

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

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

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

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

For questions regarding safety issues, please contact: Campus Safety Director at ext. 3350.

TRiO Student Support Services

TRiO at Green River College is a federally funded program that provides academic support services to eligible participants on a space available basis. If you are eligible we strongly encourage you to apply.

Counseling and Health Services

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

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

Diversity, Equity, and Inclusion

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

diversity@greenriver.edu
(253) 833-9111 ext. 2803

Public Speaking Center

At the Public Speaking Center, our Communication Studies Instructors will work with you one-on-one to help improve your delivery technique and offer suggestions about the organization and development of your ideas.
The Public Speaking Center is located in the Holman Library (HL-116) and services are available to students, faculty, campus staff and alumni.

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

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

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

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

**Holman Library**
Course assignments require frequent use of the Library. Visit the Green River College Academics website for more information: [http://www.greenriver.edu/academics/library.htm](http://www.greenriver.edu/academics/library.htm)

**Writing Center**
The Writing Center, located in Rutkowski Learning Center (RLC 173) offers one-on-one consulting services for students at all stages of the writing process.

Whether you have a question about grammar and usage or need help brainstorming ideas or focusing in essays - faculty and student tutors are there to help. There is no need to make an appointment, just drop by.

Though the Center cannot guarantee you error-free papers, they can help you to improve in the areas you choose to work on with a tutor, and make you feel more confident about your written work.

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

**Nursing Program**
- National Student Nurses' Association
- American Nurses' Association
- Green River College Nursing Club

**Occupational Therapy Assistant Program**
- The American Occupational Therapy Association, Inc.
- National Board for Certification in Occupational Therapy, Inc. (NBCOT)
- The Washington Occupational Therapy Association
- Washington Occupational Therapy Practice Board
- Washington State Department of Health
- Health Systems Quality Assurance

For contact made with fees
P.O. Box 1099
Physical Therapist Assistant Program

The American Physical Therapy Association (APTA)
Physical Therapy Association of Washington (PTWA)
Green River College Student Physical Therapist Assistant Club (SPTA)
For further student services and activities, see the Green River College Catalog and Green River College Student Affairs

FINANCIAL AID AND SCHOLARSHIPS

Financial Aid
Green River's Federal School Code 003780

Financial Aid is available in 3 forms:
1. Gift Aid – grants and scholarships
2. Employment – jobs on or off campus
3. Loans – low interest with deferred repayment

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

The financial aid office is located in the Student Affairs and Success Building, SA-231.

Scholarships
Green River awards a number of scholarships each year to assist students in meeting their educational expenses. Check with your advisor or a financial aid counselor to get more details about applying for these scholarships and to find out about deadlines.

Foundation Scholarships
Green River College Foundation is located in the Administration Building (room AD-2) at Green River College. Green River College Foundation Scholarships are awarded based on many different criteria that can be grouped into the following categories:
- Need Based Scholarships
- Program Based Scholarships
- Merit Based Scholarships
• General Scholarships
• Summer Completion Scholarships
• Transfer Scholarships
HEALTH SCIENCES POLICIES/STANDARDS

CLINICAL PLACEMENT POLICY

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

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

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

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

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

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

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

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

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

Drug Screening: In accordance with clinical placement requirements, all students are subject to routine drug testing prior to participating in lab experiences. Students are responsible for all costs associated with the drug screening. Students will provide documentation of drug screen. If a screen comes back positive due to prescription medications or other medical reasons, a medical review must be conducted at the student’s expense and provided to the testing laboratory. The lab will then provide a revised result which must be provided to your academic program.

Additionally, students in all Health Science programs are subject to drug screening for cause if the student exhibits behavior or a pattern of behavior that may indicate the student may be using drugs. Such a student will be informed of the request for a drug screening test and will be given both written and verbal instructions including a deadline for the test at that time.
A positive drug screen result or failure to comply with the instructions for the test may result in the student's immediate removal from the Health Science clinical program in which he or she is enrolled. Such students may not be eligible to reapply to the program.

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

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

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

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

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

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

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

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**IMPAIRED STUDENT**

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

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

It is the policy of Green River College Health Sciences to adhere to all state and local regulations and The Joint Commission Policies, as well as the policies of the lab/clinical facilities with which the College affiliates for student lab learning experiences.
Thought processes and decision making can be adversely affected by excessive stress, sleep deprivation, poor mental and physical health, and the use of any drugs and/or alcohol. Impaired by the aforementioned factors, the healthcare professional can easily make unsafe decisions and, therefore, jeopardize patient safety. The student will be subject to faculty review and possible dismissal from the program.

**Scope:**
All current and potential Health Science students

**Policy/Procedure:**

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

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

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

**Mental or Emotional Impairment**
1. Labile (unstable mood) with crying or yelling or louder voice than is normal for the situation.
2. Slurred speech.
3. Unusually quiet or irritable.
4. Diminished alertness (perhaps appearing dazed or preoccupied).
5. Confusion or frequent memory lapse.
6. Defensiveness.

**Disruptive Social Reaction**
1. Inappropriate verbal or emotional responses, i.e., anger or violence, threats, inappropriate laughing.
2. Isolating self from peers.

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

**Absenteeism**

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

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

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

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

The family member will escort the student for an immediate drug screen at the students own expense.
PROFESSIONAL BEHAVIORS POLICY

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

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

Scope: All current Green River College Health Science students.

Policy/Procedure: The student must abide by the standards of their designated program and the Uniform Disciplinary Act, including but not limited to ethical and moral behavior. Students are representatives of Green River College and are obligated to function within the framework of the professional standards identified by their field and the Green River College Student Code of Conduct. Students who exhibit unacceptable behaviors will meet with their faculty and may receive a Learning Contract (see appendices) regarding the behavior which identifies actions that must be completed or corrected to remediate behavior.

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

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

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

Nursing: NAPNES Code of Ethics for Licensed Practical/Vocational Nurses (1991)


Physical Therapist Assistant: American Physical Therapy Associate Standards of Ethical Conduct for the Physical Therapist Assistant

ELECTRONIC DEVICE AND SOCIAL MEDIA USE POLICY

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

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

**Scope:**
All Current Health Science Students

**Policy/Procedure:**

**Electronic Devices**

Personal cellular phones must be turned off during classroom sessions.  

Text-messaging during classroom and clinical skills lab sessions are not permitted.  

Laptop computers may be permitted for the purpose of taking notes or completion of specific assignments during a classroom session only. (See course syllabi for individual specific class restrictions)

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

- Audio or video recording devices may only be used after approval from instructor and all parties involved.  
- All recording devices must be on the desk/table surface in full visibility of the instructor.  
- Recording devices must be turned off during classroom breaks.  
- Recording devices must be turned off at the request of the instructor during class discussions when the instructor or a student shares a patient-based or personal story that could be perceived as relating to HIPAA or FERPA issues.  
- The instructor reserves the right to restrict the use of recording devices during specific classroom or clinical lab sessions.  
- All recordings are for the personal use of the student. They may not be copied or downloaded to anyone that is not a member of the class.  
- Recordings may not be posted on any online site – website, blog, social networking page, etc.  
- All recordings must be deleted after the content testing.
• Recording devices are not permitted in the instructor’s offices or during office hours unless expressly permitted by the instructor for a specific purpose.

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

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

  **Personal cellular phones** must be turned to vibrate or silent.

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

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

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

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

Respect copyright and fair use. When posting, be mindful of the copyright and intellectual property rights of others and the college. Do not use Green River College marks, such as logos and graphics, on personal social media sites. Do not use the college’s name to promote a product, cause, or political party or candidate.

Use of the college marks (logos and graphics) for School sanctioned events must be approved (posters, fliers, postings) by administration.

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

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

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

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

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

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

Consequences:

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

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

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

(Adopted from Purdue University School of Nursing Handbook 2012)
VISION
In partnership with Green River College, the OTA program will contribute to Green River College’s vision for 2020 to be ranked among the very best in student completion and success and be an invaluable partner and asset with robust and diverse revenue streams.

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

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

Five common threads have been identified as essential skills that will contribute to each student’s success while in program, fieldwork and the workforce. In each course, the student will find that faculty incorporates the identified common threads. Each instructor is responsible for weaving the identified common threads into their curriculum and providing feedback during the Student Advising Period. The five common threads include:

**Communication:** We emphasize the need for skillful communication, which is essential for optimal clinical care. The ability to effectively exchange information is one of the most important elements of a treatment team from both an intradisciplinary and interdisciplinary perspective; it is also one of the most difficult to teach. By incorporating a strong emphasis on producing skillful communicators, our program aims to develop our students as efficient, cost-effective, and client-centered practitioners.

**Professional Behaviors:** The concept of professionalism and its’ encompassed behaviors in the clinical setting is essential to creating an environment of trust between employers, employees, clients, and caregivers. Professional behaviors can include a wide array of attitudes and conduct such as professional presentation, punctuality, dependability, empathy, and professional reasoning. Taking context into consideration, the GRC OTA Program seeks to foster the ability to define and implement these behaviors.

**Life Long Learning:** It is the goal of our program to develop future OT practitioners that are lifelong learners in order to provide optimal client care and have optimal employment opportunities in the future. For these reasons, we foster the value of lifelong learning through the ongoing pursuit of knowledge for personal and professional development. Occupational therapy is not a static profession but one that is dynamic and led by research influencing evidence-based practice. Occupational therapy practitioners must keep current with this dynamic nature by being in tune with current research and adapting to the changing healthcare environment. This is accomplished by developing new skills and obtaining new knowledge through utilization of available educational resources. Our students are evaluated in coursework from a standards-based perspective, set the standard for learning high and rewarding behaviors that exhibit digging deeper and going further to promote habits of lifelong learning.

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

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

In addition to faculty including these common threads into their courses, faculty contributes to the student quarterly assessment designed around each of these five core threads, which is administered by their assigned program advisor. Students are also expected to complete a self-assessment of their performance in each of these five areas and, while meeting with their advisor, review the ratings for each objective. The student, in collaboration with advisor, writes measureable goals to address the areas of growth for each thread. Each advising session builds upon the previous assessment.

These threads prepare our students to meet the following GRC OTA Learning Outcomes as we strive to ensure the established accreditation standards are taught, integrated and measured:

- Demonstrate mastery of the occupational therapy foundational content requirements.
- Discuss the basic tenets of occupational therapy.
- Conduct and document a screening and evaluation process.
- Intervene and implement occupational therapy processes.
- Describe the context of occupational therapy services.
- Assist in the management of occupational therapy services.
- Read and use professional literature in the field of occupational therapy.
- Discuss the importance of ethics, values and responsibilities in the field of occupational therapy.

In addition to the above outcomes and the learning outcomes and competencies identified in each course, courses are expected to include methods to assess and challenge students in the following campus-wide learning outcomes.

1. Written communication skills: Written Communication encompasses all the abilities necessary for effective expression of thoughts, feelings, and ideas in written form
2. Critical thinking: Critical thinking finds expression in all disciplines and Everyday life. It is characterized by an ability to reflect upon thinking patterns, including the role of emotions on thoughts, and to rigorously assess the quality of thought through its work products. Critical thinkers routinely evaluate thinking processes and alter them, as necessary, to facilitate an improvement in their thinking and potentially foster certain dispositions or intellectual traits over time.
3. Responsibility: Responsibility encompasses those behaviors and dispositions necessary for students to be effective members of a community. This outcome is designed to help students recognize the value of a commitment to those responsibilities which will enable them to work successfully individually and with others.
4. Quantitative and Symbolic Reasoning: Quantitative Reasoning encompasses abilities necessary for a student to become literate in today’s technological world. Quantitative reasoning begins with basic skills and extends to problem solving.

The OTA program proudly describes its’ program as a developmental model for student’s integration and application of learning. We believe that students will learn basic foundational concepts during their lower 100 courses and slowly be introduced to application of the material in upper 100 and lower level 200 courses. In upper 200 level courses students are demonstrating their integration of knowledge. In these upper 200 level courses students are expected to demonstrate application of academic content from the 100 level course where students are required to integrate information previously learned, demonstrate their lifelong learning by research outside of the class, and demonstrate their skills in the community through lab and Level 1 fieldwork experiences. This developmental model provides for the opportunity to introduce each accreditation standard twice in the program, once at the 100 level and once at the 200
level thereby ensuring that the curriculum is designed to set the foundation for success on Level 2 fieldwork, the NBCOT exam and entry-level employment.

We believe that it is essential that students understand that they must rely on previous learned content and build their knowledge to improve clinical competency. We strive to teach students to access & utilize all available resources, and seek out updated evidenced-based information as a means to instill the importance of life-long learning skills which are essential as they move toward becoming an entry level clinician in a field that is dynamic, progressive and growing in its’ theoretical and practical roots across a multitude of populations. We rely on the knowledge students’ gain in both the prerequisite and co-requisite coursework. The listing of the OTA program prerequisites and co-requisites are listed below. Students are required to complete the Prerequisites prior to or during the application process (see list below). In addition, once in the program, students are required to complete co-requisites that we feel enhance the student’s skills as an occupational therapy assistant and assist in meeting campus wide learning outcomes. The program is rigorous and we recommend that co-requisites be completed prior to the third quarter.

**Program Tracks**

The OTA program offers two program tracks. A Traditional Full time track and a Hybrid Part time track. Below you can see the differences between both tracks on the following pages.

**Curriculum Track**

You have chosen one of the two program’s curriculum tracks, the Traditional full time program or the Hybrid program. Both programs may require you to attend class and/or fieldwork during days, evenings and on the weekend. This, as well as changes in the schedule will be given to you by your instructor. In addition to specific program courses, students must complete designated supporting courses prior to enrollment in 200 level courses. Students may not take any supporting courses during Level II Fieldwork. Students are responsible for completing these courses to ensure successfully meeting graduation requirements.

**Curriculum Demands**

Both the traditional and hybrid program are highly demanding. To optimize your investment and success in the program, it is advised that you do not work full time. It is expected that in addition to attendance in classes, students will typically spend 3 hours per course credit of focused study time. For example, if a course is 3 credits, a student will be spending 9 hours of studying outside of the classroom to complete course requirements. Some students may find that they need to devote additional time based on their learning needs.

Students are highly encouraged to take advantage of office hours, tutoring and campus support services to ensure success in each course.

**Financial Considerations Related to Curriculum**

In order to receive full-time financial aid status students usually must take at least twelve credits per quarter.

These credits must consist of OTA classes or **required supporting classes** necessary for an AAS Degree in Occupational Therapy.

**It is not the responsibility of the OTA faculty to ensure that you receive full-time status.**
The curriculum has been developed according to educationally sound principles and to allow students time to take required supporting classes as necessary.

Based on this information, please plan your finances accordingly. Further information regarding financial aid policies can be obtained from the Financial Aid Office in the Lindbloom Student Center.
OTA PROGRAM PREREQUISITES, REQUIREMENTS & SEQUENCE

Prerequisite Classes Required Before Entering Program:
1. *Anatomy and Physiology 1 (AP 103 or Biology& 241) and
2. *Anatomy and Physiology 2 (AP 104 or Biology& 242)
3. Engl& 101
4. Psych& 100
* Anatomy and Physiology classes must be taken at the same institution

Required Core Classes. Highly recommend completion prior to program entry. Must be completed before the end of the first year in program:
1. Cmst& 220 or Cmst& 230
2. MATH 070 or higher
3. One class from the following list:
   - Anth& 206 Cultural Anthropology (5)
   - Anth& 235 Cross-Cultural Medicine (5)
   - Cmst 238 Intercultural Communication (5)
   - Geog& 200 Human Geography (5)
   - Human 133 People, Language and Culture (5)
   - Human 186 Peoples of the World (5)
   - Soc& 101 Introduction to Sociology (5)
   - Soc& 201 Social Problems (5)
   - Soc 205 Sociology of Disability (5)

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

## Transitional Full-Time Program

**OTA Curriculum Sequence = 87 credits**

### OTA Foundational Classes

**First Quarter (15 credits) fall**
- OTA 100 Introduction to Occupational Therapy (3)
- OTA 101 Life Span Growth & Development in Humans (3)
- OTA 102 Applied Anatomy and Kinesiology (3)
- OTA 103 Applied Anatomy and Kinesiology Lab (2)
- OTA 111 Fundamentals of OT as Health Care Providers (2)
- OTA 112 Fundamentals of OT as Health Care Providers Lab (2)

**Second Quarter (13 credits) winter**
- H SCI 104 Fundamentals of Gerontology (3)
- OTA 120 Developmental Disabilities 1 (3)
- OTA 121 Developmental Disabilities 1 Lab (2)
- OTA 122 Physical Disabilities 1 (3)
- OTA 123 Physical Disabilities 1 Lab (2)

**Third Quarter (13 credits) spring**
- OTA 126 Clinical Seminar 1 (1)
- OTA 127 Clinical Seminar 1 Lab (1)
- OTA 128 Application of OTA 1 (1)*
- OTA 130 Professional Advocacy Experience (1)
- OTA 131 Physical Disabilities 2 (3)
- OTA 132 Physical Disabilities 2 Lab (2)
- OTA 133 Psychosocial Dysfunction (3)
- OTA 134 Psychosocial Dysfunction Lab (1)

### OTA Advanced Practice Classes

**Fourth Quarter (13 credits) fall**
- OTA 200 Developmental Disabilities 2 (1)*
- OTA 201 Developmental Disabilities 2 Lab (2)
- OTA 202 Ethics, Society and Professional Practice (3)
- OTA 210 Therapeutic Practices in OT (3)
- OTA 211 Therapeutic Practice Clinical Skills Training (2)
- OTA 212 Therapeutic Group Leadership (1)
- OTA 213 Therapeutic Group Leadership Lab (1)

**Fifth Quarter (12 credits) winter**
- OTA 222 Clinical Seminar 2 (1)
- OTA 223 Application of OT Co-op 2 (1)*
- OTA 220 Therapeutic Group Activities 2 (1)*

## Hybrid Program

**OTA Curriculum Sequence = 87 credits**

### OTA Foundational Classes

**Quarter 1 (11 credits) spring**
- OTA 100 Introduction to Occupational Therapy (3)
- OTA 101 Life Span Growth & Development in Humans (3)
- OTA 102 Applied Anatomy and Kinesiology (3)
- OTA 103 Applied Anatomy and Kinesiology Lab (2)

**Quarter 2 (9 credits) summer**
- OTA 111 Fundamentals of OT as Health Care Providers (2)
- OTA 112 Fundamentals of OT as Health Care Providers Lab (2)
- OTA 122 Physical Disabilities 1 (3)
- OTA 123 Physical Disabilities 1 Lab (2)

**Quarter 3 (10 credits) fall**
- OTA 120 Developmental Disabilities 1 (3)
- OTA 121 Developmental Disabilities 1 Lab (2)
- OTA 131 Physical Disabilities 2 (3)
- OTA 132 Physical Disabilities 2 Lab (2)

**Quarter 4 (11 credits) winter**
- H SCI 104 Fundamentals of Gerontology (3)
- OTA 126 Clinical Seminar 1 (1)
- OTA 127 Clinical Seminar 1 Lab (1)
- OTA 130 Professional Advocacy Experience (1)
- OTA 133 Psychosocial Dysfunction (3)
- OTA 134 Psychosocial Dysfunction Lab (1)
- OTA 128 Application of OTA 1 (1)*

### OTA Advanced Practice Classes

**Quarter 5 (8 credits) spring**
- OTA 200 Developmental Disabilities 2 (1)*
- OTA 201 Developmental Disabilities 2 Lab (2)
- OTA 202 Ethics, Society and Professional Practice (3)
- OTA 212 Therapeutic Group Leadership (1)
- OTA 213 Therapeutic Group Leadership Lab (1)

**Quarter 6 (8 credits) summer**
- OTA 210 Therapeutic Practices in OT (3)
- OTA 211 Therapeutic Practice Clinical Skills Training (2)
- OTA 220 Therapeutic Group Activities 2 (1)*
- OTA 221 Therapeutic Group Activities Lab 2 (2)

**Quarter 7 (10 credits) fall**
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>OTA 221</td>
<td>Therapeutic Group Activities Lab 2 (2)</td>
</tr>
<tr>
<td>OTA 224</td>
<td>Therapeutic Adaptations (2)</td>
</tr>
<tr>
<td>OTA 225</td>
<td>Therapeutic Adaptations Lab (3)</td>
</tr>
<tr>
<td>OTA 228</td>
<td>Pre-Fieldwork Experience Seminar (2)</td>
</tr>
<tr>
<td></td>
<td><strong>Level II Fieldwork Classes</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Sixth Quarter (12 credits) spring</strong></td>
</tr>
<tr>
<td>OTA 240</td>
<td>Fieldwork Experience Seminar 1 (1)</td>
</tr>
<tr>
<td>OTA 245</td>
<td>Co-op Fieldwork Experience 1 (11) *</td>
</tr>
<tr>
<td></td>
<td><strong>Seventh Quarter (12 credits) summer</strong></td>
</tr>
<tr>
<td>OTA 241</td>
<td>Fieldwork Experience Seminar 2 (1)</td>
</tr>
<tr>
<td>OTA 246</td>
<td>Co-op Fieldwork Experience 2 (11) *</td>
</tr>
<tr>
<td></td>
<td><strong>Quarter 8 (12 credits) winter</strong></td>
</tr>
<tr>
<td>OTA 240</td>
<td>Fieldwork Experience Seminar 1 (1)</td>
</tr>
<tr>
<td>OTA 245</td>
<td>Co-op Fieldwork Experience 1 (11) *</td>
</tr>
<tr>
<td></td>
<td><strong>Quarter 9 (12 credits) spring</strong></td>
</tr>
<tr>
<td>OTA 241</td>
<td>Fieldwork Experience Seminar 2 (1)</td>
</tr>
<tr>
<td>OTA 246</td>
<td>Co-op Fieldwork Experience 2 (11) *</td>
</tr>
</tbody>
</table>

*Requires Off Campus Day Time Hours for the following Classes:
OTA 128 = Average of 3 hours, once a week for 10 week
OTA 223 = One week full time (week determined by OTA program)
OTA 200 = Average of 12 to 15 hours for one quarter over 5 week period of time
OTA 220 = Average of 24 hour over a 8 to 10 week period of time
OTA 245 = 40 hours of full time of fieldwork experience off campus
OTA 246 = 40 hours of full time of fieldwork experience off campus

**APPROXIMATE COST OF PROGRAM**

**Fees and Additional Expenses**

In addition to tuition, there are fees that will occur within the 7 or 9 quarters of program. They include:

<table>
<thead>
<tr>
<th>OTA Program Required:</th>
<th>Cost:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Books</td>
<td>$.1336.00</td>
</tr>
<tr>
<td>Lab Fees- to include Immunization tracking and lab material</td>
<td>$. 809.00</td>
</tr>
<tr>
<td>Fingerprinting*</td>
<td>$. 75.00</td>
</tr>
<tr>
<td>Drug Testing*</td>
<td>$. 30.00</td>
</tr>
<tr>
<td>Onboarding*</td>
<td>$. 50.00</td>
</tr>
<tr>
<td>Professional Liability Insurance -per academic quarter</td>
<td>$. 20.00</td>
</tr>
<tr>
<td>Application and initial License</td>
<td>$. 166.00</td>
</tr>
<tr>
<td>NBCOT Exam</td>
<td>$. 550.00</td>
</tr>
<tr>
<td>Approximate Total</td>
<td>$. 3101.00</td>
</tr>
</tbody>
</table>

*Cost is subject to change.

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

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

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

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

Financial Aid options at Green River College
Students are highly encouraged to actively pursue financial aid options while in program. Please see below for websites to get started with.
Green River College financial aid program options:
Money for College:

Work Force Education at Green River College:
www.Go2CollegeFree.com
Green River College scholarships:
Green River College loans:
Student employment at Green River College:
GENERAL INFORMATION

A. **College Policies:** Students are referred to the current year academic **Student Handbook** for the following official college policies:
   - Academic Standards and Progress Policy
   - Student Rights and the Student Code of Conduct

B. **Essential Functions:** Students must be able to meet all Essential Function requirements of the program (See Appendices M).

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

D. **Good Academic Standing:** Students must maintain a 2.0 in order to progress through program in each course and cumulative.

E. **Program Completion:** Students must complete their fieldwork within 18 months of completing their academic courses unless there are extenuating circumstances.

D. **Financial Aid:** In order to receive full-time financial aid status students usually must take at least twelve credits per quarter. These credits must consist of OTA classes or required supporting classes necessary for an AAS Degree in Occupational Therapy. The program is currently developed so that each quarter students enrolled on a full-time basis will have a full-time schedule. If students are enrolled in the program in the hybrid program or on a part-time basis or are repeating courses, there may be quarters when students will not automatically be enrolled in twelve credits. **It is not the responsibility of the OTA faculty to ensure that you will receive full-time status.** The curriculum has been developed according to educationally sound principles and to allow students time to take required supporting classes when necessary. Based on this information, please plan your finances accordingly. Further information regarding financial aid policies can be obtained from the Financial Aid Office in the Student Affairs and Success Building, SA-231.

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

F. **Electronic communication** is essential for success in the OTA program. Students must have access to a computer with word, excel and email. Announcements and course materials may only be available electronically. It is highly recommended that students purchase a computer system so that information can be accessed in class. Students will also be required to take listen to lectures online, take online quizzes. Note Chrome books may not have the capacity to access all features of the learning management system.

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

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

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

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

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

Attendance

Students are expected to attend all classes. In the event of an absence, students must call or email the course instructor before class. Excused absences are considered to be illness or family emergencies. It is at the discretion of the Program Director or instructor to request a physician note.

Students will lose 5% of total quarter points for each absence in excess of one week’s worth of coursework excused or for any unexcused absences. After a second absence, student will need to meet with instructor and program advisor will be notified. Unexcused absences are non-negotiable. Students must be present for 90% of lecture/lab time per class to be considered present.

When absent, students are responsible for material covered in class and assignments. It is the student’s responsibility to contact the instructor for course material and handouts, make-up assignments and exams. The student may be asked to resource with a peer to gather information that has been missed.

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

Promptness for class is expected. If the student is ten or more minutes late at beginning of class or after class break, it will be considered a non-excused absence. Students who are more than 10 minutes late for class will be counted as absent.

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

Conferences and Guidance/Advising

It is recommended that students take advantage of instructor’s office hours to seek additional guidance in coursework as needed. Each instructor will provide students with their office hours on their syllabus. As an exception, instructors may need to make changes in office hours and will inform students of the change.

Each student will be assigned to an OTA Instructor that will be their Advisor throughout the academic portion of the program. When the student transitions to Level 2 fieldwork, the Academic Fieldwork Coordinator becomes the student’s Advisor. Academic advising is meant to be a formal process in which students are assessed in preparation for fieldwork experiences. Advising takes place each quarter. Fieldwork advising will follow academic advising and will support students during the fieldwork and transition to employment.
Each quarter an advising day will be designated by the faculty. Information will be gathered from all full-time and adjunct instructors. The student and Advisor will meet to review the rating on the student’s self-assessment. The advisor will provide the student with feedback and review the student’s goals. Once the assessment and goals are agreed on, the form will be signed by the student and advisor. A copy of the assessment will be given to the student; the original is placed in the student’s file. The degree audit is the responsibility of the student. The audit is used to help provide guidance in completion of supporting and program courses.

During advising meetings, the student will provide the advisor with:

- A completed self-assessment with goals
- Current degree audit
- Updated Professional Portfolio with clinical passport requirements met

Classroom and Lab Usage

A. The OTA classroom and lab is open to OTA students at the discretion of program faculty during normal program hours.
B. Students can use the lab to eat lunch but are responsible for keeping the lab area clean or student’s privileges will be rescinded.
C. Under no circumstances are materials to be taken out of the classroom or lab without specific permission of instructors. If permission is granted, students must use the check-out system monitored by instructor.
D. Power equipment is to be used only with permission and in the presence of instructors.
E. During after hour access, permission must be granted by program faculty. Students are responsible for contacting safety dispatch at (253) 833-9111 ext. 3350 if doors are locked.
F. Students will be assigned to weekly lab clean-up duties on a rotating basis. Chores will include cleaning classroom, kitchen, lab, assigned laundry and recycling activities as well as end of quarter tasks. Written copy of assignments will be posted in both classrooms.
G. Student must follow MSDS guidelines per GRC policies.
H. After each lab use, students must disinfect equipment and surfaces (i.e. tables, mats, equipment, etc.)

Communication

A. Students must maintain a current telephone number and address with their instructors and the OTA program’s office. Students must use official Green River College email address for all program and professional correspondence.
B. Electronic communication is essential for success in the OTA program. Students are responsible for all announcements sent via e-mail, Canvas, and/or oral communication. Students are responsible for reading email and learning management postings on a daily basis. Students will be required to submit assignments electronically through the learning management platform.
C. Instructors need to be contacted by using their e-mail instructor@greenriver.edu. Do not use Canvas, the learning management system to communicate with your instructor.
Program Registration and Enrollment

A. Upon acceptance to the program, the Advising Department enrolls each student into OTA Program specific course for the FIRST Quarter only. Students need to enroll themselves into any supporting class they plan on taking in the first quarter. In subsequent quarters, students will be provided codes by the assigned OTA Advisor for self-registration for all future courses.

B. Students have 3 years from the start of the program to complete the program.

C. Tuition and fees are due and payable per the college financial calendar. On occasion students may be “dropped from a class” or “not enrolled” due to a variety of reasons. Regardless of the reason, anyone who is not “registered” for a course is NOT considered a student. It is a student’s responsibility to know whether they are enrolled in a course or have been dropped from a course. In the event that the student is “dropped” or NOT enrolled in a class, it is the student’s responsibility to ensure re-enrollment as soon as possible.

D. Once a student is NOT enrolled:
   - The student is no longer considered a Green River College student
   - Access to the learning management systems is discontinued by the college
   - Instructors have no obligation to provide the student with learning materials, assignments or any other course content
   - He/she may NOT attend class which include attending your fieldwork
   - Policies and procedures for missing classes, assignments, assessments and grading will follow the syllabus. When reenrolled the student will be held accountable to the attendance and grading policies.

E. Within 24 hours of disenrollment the student will need to:
   - Notify Program Director, advisor, and course instructor (s) by email.
   - Outline a plan to re-enroll and present it the Program Director and Advisor (see attached document)

F. Upon acceptance to the program, the Advising Department enrolls each student into OTA Program specific course for the FIRST Quarter only. Students need to enroll themselves into any supporting class they plan on taking in the first quarter. In subsequent quarters, students will be provided codes by the assigned OTA Advisor for self-registration for all future courses.

G. Tuition and fees are due and payable per the college financial calendar. On occasion students may be “dropped from a class” or “not enrolled” due to a variety of reasons. Regardless of the reason, anyone who is not “registered” for a course is NOT considered a student. It is a student’s responsibility to know whether they are enrolled in a course or have been dropped from a course. In the event that the student is “dropped” or NOT enrolled in a class, it is the student’s responsibility to ensure re-enrollment as soon as possible.

H. Once a student is NOT enrolled:
   - The student is no longer considered a Green River College student which will affect your ability to attend fieldwork.
   - Access to the learning management systems is discontinued by the college
   - Instructors have no obligation to provide the student with learning materials, assignments or any other course content
• He/she may NOT attend class which include attending your fieldwork
• Policies and procedures for missing classes, assignments, assessments and grading will follow the syllabus. When reenrolled the student will be held accountable to the attendance and grading policies.

I. Within 24 hours of disenrollment the student will need to:
• Notify Program Director, advisor, and course instructor(s) by email.
• Outline a plan to re-enroll and present it the Program Director and Advisor (see attached document)
• Connect with Enrollment Services, Financial Aid or any other applicable department to manage re-enrollment and keep the Program Director and Advisor up to date on the progress of the plan.
• Students can resource with peers to obtain assignments etc.

J. Once the initial plan is presented to Program Director and Advisor, faculty will review the student’s ability to attend class and discuss alternative access to canvas. Please note: The course instructor is of no obligation to provide the student with assignments until the student is re-enrolled.
• Connect with Enrollment Services, Financial Aid or any other applicable department to manage re-enrollment and keep the Program Director and Advisor up to date on the progress of the plan.
• Students can resource with peers to obtain assignments etc.

K. Once the initial plan is presented to Program Director and Advisor, faculty will review the student’s ability to attend class and discuss alternative access to canvas. Please note: The course instructor is of no obligation to provide the student with assignments until the student is re-enrolled.

Academic & Professional Behavior - Probation, Dismissal & Withdrawal:
Students who do not meet academic performance expectations or exhibit behaviors that may require disciplinary intervention place themselves at risk for failure and non-completion of the program. Students are held to all standards/policies as defined in this handbook, including but not limited to Health Sciences Policies and GRC Student Handbook policies. Violation of the policies may warrant dismissal from the program.

ACADEMIC PERFORMANCE:
A. OTA faculty will work with students who have identified academic concerns so that students can seek additional services and/or make changes in their study and performance habits before failure of a course. Faculty will guide students in the development of a Learning Contract, refer students to campus services and/or make direct recommendations on study or performance skills. In no event will these efforts supersede the stated program time limitations for completion, the number of courses that can be failed or other provisions for probation or dismissal from the program.

B. Upon receipt of a grade below 2.0 in a course, students are separated from the program and must reapply to the program. If readmitted, students will be placed on a learning contract and remediation coursework, in the form of volunteer work or independent study, may be required. The 3 year time limit for program completion still applies.
C. Students are not permitted to withdraw from any OTA program course in order to prevent failure.

D. Students who withdraw from any academic course will be required to reapply to the program.

E. During fieldwork, students who withdraw without permission of the AFWC will be terminated from the program.

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

G. Students must immediately disclose any criminal offense that occurs during the program. Failure to disclose this information immediately will result in termination from the program. Felony convictions may affect a graduate’s eligibility for the NBCOT certification examination and attain state licensure. NBCOT offers an Early Determination Review to individuals who (1) have been charged with or convicted of felony, (2) have had any professional license, registration or certification revoked, suspended or subject to probationary conditions by a regulatory authority or certification board, and/or (3) have been found by any court, administrative or disciplinary proceeding to have committed negligence, malpractice, recklessness or willful or intentional misconduct which resulted in harm to another. It is recommended that students who have findings of criminal offenses contact NBCOT for a character review that will determine whether they are eligible to take the NBCOT exam which is required to practice. The review process can be found on NBCOT’s Web site- www.nbcot.org.

Conduct Related or Professional Behavior Dismissal

Program students who are involved in any unsafe situation that puts the patient, student, clinical fieldwork affiliate, faculty or college at risk are subject to dismissal from the program and are not eligible for reentry to the program.

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

- Gross negligence resulting in actual or potential harm to client or family (safe practice policy)
- Verbal threat of physical harm (assault)
- Physical violence (battery)
- Falsifying the medical record
- Dishonest verbal or written communications
- HIPAA Violation (breach of confidentiality)
- Carrying a weapon or illicit drugs/drug paraphernalia
- Stealing from clinical site, college, or faculty
- Practicing under the influence of drugs or alcohol
- Inappropriate use of electronic devices and social media in class, fieldwork and community
B. Theft of equipment, materials, and supplies will result in immediate termination from the program.
C. Student will be held accountable to the academic honesty policies regarding plagiarism and cheating policies in the OTA handbook as well as the GRC policies.
D. Students who are placed on a Learning Contract for academic or professional behavior concerns and fail to meet their goals can also be dismissed from the program.

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

Academic Honesty Policy

The purpose of the Academic Honesty Policy is to establish and maintain a standard of academic integrity for students in Green River OTA Program. Academic integrity is the pursuit of scholarly activity free from fraud and deception and is an educational objective of Green River College OTA Program. Actions involving dishonesty within the program violate the professional code of ethics and are disruptive to the academic/fieldwork clinical environment.

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

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

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

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

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

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

Students found guilty of scholastic dishonesty are subject to disciplinary action including dismissal from the program and possible dismissal from the College. A student dismissed for dishonesty may not be eligible for re-enrollment.
A student will be given “due process” following the Green River College “Rules of Student Conduct located at: [http://www.greenriver.edu/student-services/judicial-programs.htm](http://www.greenriver.edu/student-services/judicial-programs.htm). The instructor involved will initiate the process, both verbally and in writing with the student and notify the Dean of Health Sciences who will consult the Dean of Students and Support Programs if further action is required.

**Program Re-Entry Process:**

A. Student will meet with the Program Coordinator for Green River Community College Occupational Therapy Assistant Program to discuss options for re-entry upon withdrawal. Not all students will be eligible for re-entry.

B. The student will submit a written request to OTA Program Director requesting re-entry to program. The student must explain the reasons he/she was not successful in previous program and provide a detailed plan for success if re-entry is granted. The faculty will review the student’s overall performance and professional behavior prior to making any decision.

C. A learning contract will be drafted.

D. The OTA Program Director will provide student plan to OTA faculty. Faculty must sign off on students plan and may participate in creation of learning contract for student if enrolled in program.

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

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

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

H. Student must retake previously failed or incomplete courses

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

J. Students who are offered re-entry and decline will not be offered re-entry again. If the student is granted acceptance for re-entry, they must submit a signed learning contract agreement.

In all circumstances both the Division Chair of Health Sciences and the Dean of Health Sciences will be notified of the student’s separation from program.

**APPLICATION FOR GRADUATION AND LICENSURE**

**Certification**

During the 6th or 8th quarter of the OTA Program, students **must** apply for graduation in order to take the National Certification Exam.

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

Once the grades and degree is issued, Enrollment services will automatically send a free transcript to NBCOT. At that time NBCOT will match your transcript with your case number (application). NBCOT will send you a ATT letter stating that you are eligible to sit for the exam with direction that are specific
detailed that will guide your for scheduling your exam. You are then responsible for scheduling your exam. All exams are proctored.

You can find detailed information and cost go to: https://www.nbcot.org/Certificants/Home

**Licensing:**

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

Once your grades are issued and degree is posted, the OTA Program Director will alert the Department of Health that you have met the requirements of the program.

You are responsible for applying for your temporary and or your permanent license. You will need to take a jurisprudence test. As a reminder you will need a sponsor if you chose to apply for a temporary license.

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

For detailed information and cost go to:

https://www.doh.wa.gov/LicensesPermitsandCertificates/ProfessionsNewReneworUpdate/OccupationalTherapist/ApplicationsandForms

**Program Complaints Policy & Procedure**

A student grievance may arise out of a decision or action by a member of the GRC OTA Program Faculty or the program administration. The purpose of the grievance policy and procedure is to provide a clear process for impartial review of the grievance in order to ensure that the rights of the student are both recognized and protected.

Grievances Covered by this Policy:

- A grievance against program faculty or director arising when a student believes he/she has been subjected to an inappropriate decision or action by the OTA Program or the program’s representative (faculty or staff) acting within their role and duty.
- Grievances regarding academic and program disputes relating to the program’s assigned standards.
- Grievances against the program with respect to academic policies and progression.

Grievances Not Covered by this Policy:

- Issues of sexual harassment or discrimination. These should be referred to:
- Issues of Disability Support accommodations:
  https://www.greenriver.edu/campus/campus-resources/disability-support-services/

Informal Procedures:
Any student who believes he/she has the grounds for a grievance shall make an attempt in good faith to resolve the problem through early informal discussion of the matter with the faculty or staff member directly involved. If the student is not satisfied with the outcome, the student shall attempt to resolve the grievance by taking the following steps:

- Meet with the OTA Program Director and faculty member/staff to discuss the issue
- Provide 1-2 weeks for the director to review the grievance with full-time faculty and Dean of Health Sciences and/or Division Chair
- Meet again with Director and faculty/staff member to review outcomes of process

If written disciplinary action is deemed necessary after this process, the Dean of Health Sciences shall proceed in accordance with institutional policies to place such action within the personnel file of the faculty/staff member involved. If program action is deemed necessary after this process, the Dean of Health Sciences with meet with the Program Director to direct a course of action to rectify the grievance.

All grievances at the program level will remain on file in the Dean of Health Sciences office.

Formal Procedures:

- If the student is unable to resolve the grievance utilizing informal procedures, the student may request an official examination of the facts utilizing the Judicial Affairs and Student Affairs office on GRC campus.
OTA FIELDWORK
FIELDWORK POLICIES AND EXPECTATIONS

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

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

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

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

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

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

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

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

Termination from fieldwork due to unsatisfactory performance means a “no credit” grade.
All courses are required and must be completed in the designated lock-step sequence. Students may not drop from any required didactic or fieldwork course. A student may not drop a class or fieldwork due to unsatisfactory performance.

If a placement is discontinued at any point prior to or at the end date of placement due to unsatisfactory performance, the student will receive a "no credit" grade in the fieldwork II course and be placed on probation. Continuance in the program is subject to review by the OTAEC.

Students are allowed to repeat only one Fieldwork II placement for which they have received a "no credit" grade. If the repetition or subsequent Fieldwork II placement is failed, the student will be dismissed from the program." (OTAEC is our advisory and evaluation committee that is made up of faculty from several disciplines)

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

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

Certification and Licensure procedures will be discussed and reviewed in OT 228, OT 240 and OT 241.

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

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

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

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

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

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

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

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

For more information go to:


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

Students Shall:

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

Role of the Academic Fieldwork Coordinator: The academic fieldwork coordinator, under the direction of the program director, has the primary responsibility for coordinating clinical courses, arranging scheduling with the clinical sites and representing the college in contractual agreements. The academic fieldwork coordinator may assist in managing conflict resolution, and may provide indirect supervision of students in the clinical setting in collaboration with the clinical supervisor. The academic fieldwork coordinator will be responsible for communicating with the fieldwork site via email, phone conference or face to face meetings.

Role of the Clinical Fieldwork Educator: The clinical fieldwork educator is the individual at each clinical site who is responsible for managing the clinical education and supervision of the occupational therapy assistant students and who communicates with the academic fieldwork coordinator and faculty at GRCC. The clinical fieldwork supervisor coordinates the contractual agreement, scheduling of students, and assigns students to clinical instructors. The clinical fieldwork educator usually provides the student with the “first day” orientation, and may be involved in the evaluation process and conflict resolution process.

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

1. Faculty in Therapeutic Activities 1 & Therapeutic Activities 2 is responsible for assigning the student to Non Traditional site.

2. The AFWC is responsible for assigning the student to the traditional Level 1 (2) and Level 2 site

3. Each student completes a Preference sheet, a communication tool between the student and AFWC to determine prior experience in practice setting and request for Level 2 FW experience and preferable location. The information on the preference form is taken into consideration when selecting a site for the student; however, it is also dependent on the type and number of sites available to the OTA program. At any time during the program the student is encouraged to email the AFWC with any changes in preference or location so that it can be considered when assigning the placement.
4. In addition to the student preference, previous feedback from advising academic performance and professional behavior are considered when matching the student to the sites.

5. The AFWC reviews the site assignments with the OTA faculty to ensure a best match has been made although not guaranteed.

6. Upon acceptance of the student, the AFWC will request the following documents be initiated by the site: AOTA FWD form, Timelines and Objectives. These forms should be sent to the AFWC yearly.

7. The Fieldwork Educator will demonstrate full intent to complete necessary form or request assistance from the AFWC to complete these forms and or develop their program.

8. The student and each clinic will receive a confirmation of students to expect for the requested fieldwork dates 4-6 weeks prior to the start of the quarter, unless notified by AFWC.

9. In the event that the student’s clinical is cancelled, the AFWC will contact facilities to see if arrangements can be made to accommodate the student.

10. Under no circumstances are students to make arrangements for their fieldwork experiences. This should be under the direction of the AFWC.

11. Students are expected to find their own transportation and living arrangements for all fieldwork placements. Students can anticipate at least a 90 minute commute 1 way to their clinical placement.

Description of the Student Clinical Program: The OTA students at Green River College receive a comprehensive amount of Level I fieldwork prior to the full-time more intensive practical experiences gained in the Level II OT 245 and OT 246 courses. Each student spends one quarter in each of the following areas: A long-term care facility, a pediatric or developmental disabilities facility; a hospital or home health agency; or a work rehabilitation facility. With each FW experience, students are also concurrently enrolled in a course, face to face for Level 1, online for Level 2, to enhance the application of information observed. The clinical program is as follows:

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

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

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

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

See more at: http://www.aota.org/en/Education-Careers/Fieldwork/LevelI.aspx

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

OTA 126/127/128: This is the student’s first Level 1 experience since starting the OTA program. The student is required to complete 33 hours over the course of the academic quarter. While participating in FW, the student is required to enroll in OTA 126/127/128. The instructor for this course is the AFWC. Reflections of the experience are shared, the application of the OTPF is discussed, and documentation is practiced.

OT 222/223: This is the student’s second Level 1 experience. The student is required to complete 33 hours during a designated week during the academic year. The student is also concurrently enrolled in OTA 222/223, the instructor for this course is the course Instructor/AFWC. This course is intended to provide the student with activities to enhance the application of the academic information and observation learned in clinic.

The OTA program faculty at GRC realizes that it is sometimes not possible and/or practical for the clinics to provide opportunities to meet all stated objectives. This situation may be especially true for an OTA student who has not had prior clinical experience.

OT 220/221 Non-traditional fieldwork in Adult Day Health and Long Term Care settings in activities departments.

OT 201 Service Learning is imbedded in the class focusing on Transition to Work settings, students have opportunities for “hands on” experience.

Eligibility for Placement to Level 2: Students must complete all required supporting and occupational therapy courses prior to Level 2 Fieldwork placements. Failure to do so will result in delay of Fieldwork assignments. No exceptions will be made. As per ACOTE Standards, all students must complete fieldwork within 18 months of completion of OTA academic coursework.
Level 2: The Level II Fieldwork experience, an integral part of OT education, should be designed to promote clinical reasoning and reflective practice, to support ethical practice through transmission of the values and beliefs of the profession, to communicate and model professionalism as a developmental process and a career responsibility, and to expand knowledge and application of a repertoire of occupational therapy assessments and interventions related to human occupation and performance. Through the fieldwork experience, students learn to apply theoretical and scientific principles learned in the didactic portion of the academic program to address actual client needs and develop a professional identity as an occupational therapy practitioner within an interdisciplinary context. The fieldwork experience shall meet requirements in accordance with the Standards for an Accredited Educational Program for the Occupational Therapist and/or the Standards for an Accredited Educational Program for the Occupational Therapy Assistant (AOTA, 2012).

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

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

OTA 240/245 and OTA 241/246: Students in the OTA program are required to complete two 10 week or 400 hours fieldwork experience. During each fieldwork (OT 245 and 246) the student is also required to enroll in an online course (240 or 241) which provides students a forum to share experience, and assignments that provide the student with an opportunity to reflect on their experience, develop a professional plan and prepare for the NBCOT exam.

Upon completion of Fieldwork Experience, student will demonstrate entry-level skills in the following areas:

1. Selecting and utilizing appropriate information from data sources to assist in evaluation, treatment planning and treatment implementation procedures.

2. Observation, interviewing, and assessment techniques and reporting results to the supervising OT.

3. Ability to demonstrate skills to manage psychosocial issues as it pertains to patient demographics.
4. Selecting and implementing relevant adjunctive, enabling, or purposeful activities and occupations appropriate to the needs of the client.

5. Utilizing appropriate research, literature and other resources.

6. Recognizing when to report the need for re-evaluation and treatment plan changes to supervising therapist.

7. Observing and adhering to the safety needs of clients.

8. Orienting client, family members, and other health team professionals to the need for and purpose of occupational therapy.

9. Communicating effectively with supervisor, staff members, and clients.

10. Maintaining accurate written records and reports.

11. Budgeting time, maintaining equipment and supplies.

12. Initiating further learning experiences.

13. Modifying behavior in response to feedback from supervisor.

14. Maintaining a professional attitude with clients, staff and other health care team members.

15. Adhering to the ethics of the profession and the policies and procedures of the facility.

16. Exhibiting an ability to work with culturally diverse clients, families, and staff.

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

The student will:

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

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

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

Procedure for Student Evaluations:

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

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

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

Please note: To pass, the student must be given a score of 3 or above on numbers 1, 6, 8, 9, 13, 14, and 15 of the evaluation form, these numbers have been marked with an asterisk (*), AND total points must be 60. See the Fieldwork Level I Evaluation Form for details.
At the final conference the supervisor reviews the student’s evaluation with the student and the student signs the last page of the form. The student is given a copy of his/her evaluation so that it can be included in their professional portfolio. The original evaluation form should be placed in a sealed envelope with the Fieldwork Instructor’s signature on the seal. The student is responsible for delivering the sealed envelope to the Course Instructor by the specific date designated—see course outline. In the event that the Fieldwork Educator prefers to send the form, a scanned copy must be sent to the designated instructor and in order to verify successful completion of FW by the designated date. The originals can be mailed to the address below within one week of the student’s fieldwork completion date. It is highly recommended that the site maintain a copy for their reference. Note that without the evaluation the student’s grade will not be posted.

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

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

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

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

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

Final Evaluation: During the tenth week of the fieldwork experience the clinical fieldwork supervisor fills out the AOTA Fieldwork Evaluation Form for Occupational Therapy Assistant Students and schedules a final conference with the student. The evaluation form is provided by the Fieldwork Coordinator. Because no part of this evaluation may be reproduced, this form has not been included in the manual.
The form should be completed according to the directions for rating student performance found in the evaluation document. The recommended final score for passing is 70 and above. If the student is failing at this point during the fieldwork experience, please contact the Course Instructor immediately.
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B. Clinical Passport Requirements  
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APPENDIX A

HEALTH SCIENCE PROGRAMS

ACKNOWLEDGEMENT OF HANDBOOK AND REQUIREMENTS/POLICIES

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

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

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

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

Student Rights and Responsibilities (Pages __________) ____________________________

Clinical Placement Policy (Pages __________) ____________________________

Impaired Student Policy (Pages __________) ____________________________

Professional Behaviours Policy (Pages __________) ____________________________

Electronic Device and Social Medial Use Policy (Pages __________) ____________________________

**Nursing Program Specific Policies**

Attendance Policy (Pages __________) ____________________________

Safety and Technical Standards Policy (Pages __________) ____________________________

Program Dismissal and Re-Entry Policy (Pages __________) ____________________________

**Occupational Therapy Assistant Program Specific Policies**

Class Attendance, Grades, Lab Classes, Conferences and Guidance, Academic Honest, Fieldwork Experience, Clinical Behavior, Application for Graduation and Licensure, and General Information, Essential functions, FW Agreement. (Pages __________ through __________) ____________________________

Initials
Physical Therapist Assistant Program Specific Policies

Program Performance Expectations (Pages ____________)

Grades/Program Continuation (Pages ____________)

Lab and Classroom Expectations (Pages ____________)

Program Requirements (Pages ____________)

Program Clinical Requirements (Pages ____________)

Clinical Internships (Pages ____________)

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

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

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

___________________________________
Name of Student (printed)

___________________________________   ___________________________________
Signature      Date
**Clinical Passports Requirements**

**SUBMITTED ONCE**
- **TUBERCULIN STATUS**
  - Documentation of an initial 2-step TST is required and documentation of an initial 2 step was completed.
  - If no records of previous positive TST test on or more than 12 months since last test, then 3-step TST OR
  - Negative TST within 12 months OR
  - If negative TST within 12 months of 1-Step TST
  - If recently positive TST or TB skin test (≥8 mm) healthcare provider [check to confirm symptoms consistent with active TB disease] and needs to complete health questionnaire.
  - History of positive TST to provide documentation of TST readings, provide history of any prior chest x-ray documenting evidence of MTB lesion and treatment and complete health questionnaire.
  - History of BCG vaccine to TST Skin Testing in absence of TB skin test. If negative, it provides no additional usefulness.

**TUBERCULIN STATUS**
- **HEPATITIS B**
  - Documentation of Series of 3 vaccines completed at appropriate time intervals and prior vaccination that is 3 weeks after most recent completion. If negative test, then repeat series (3 doses of at least 0-1-6) and repeat test 0-6 weeks after 3 doses. OR within 1 year of successful vaccination OR
  - Provide documentation of positive test (patient or lab report) OR
  - Signed declaration for student/faculty who received vaccination.

**VARICELLA**
- **MEASLES, Mumps, Rubella (MMR)**
  - Proof of vaccination [2 doses at appropriate intervals] OR
  - Proof of Mumps immunity by lab and
  - Proof of Rubella immunity by lab.

**TETANUS, Diphtheria, Pertussis (Tdap)**
- **Tdap**
  - Tdap required once
  - Tdap required every 10 years after initial Tdap.

**CPR**
- **American Heart Association (AHA) Basic Provider Card or Military Training Institute (MTI) Provider Card**

**AUTHORIZATION FOR RELEASE OF RECORD**
- Kept on file by education institution.

**REQUIRED EDUCATION**
- Each Healthcare Institution will communicate to Faculty and Students any required educational content to be completed prior to participation in patient care.

**SUBMITTED EVERY YEAR**
- **INFLUENZA**
  - Proof of seasonal vaccination (bi-annual)
  - Signed declaration for student/faculty who received vaccination.

**BACKGROUND CHECKS**
- National Criminal Background Check and Washington State Patrol Background Check (WAPB) are required for all employees and employees with direct patient contact.
  - Disclosure Statement [annual] and kept on file by education institution.
  - Current
  - Uncovered

**INSURANCE**
- Proof of liability insurance [minimum $1,000,000/3,000,000 policy]

**ADDITIONAL REQUIREMENTS [if applicable]**
- Same healthcare settings may have additional requirements, such as the following:
  - Vehicle insurance (for access to VA & Military facilities)
  - Personal health insurance
  - Drug screen
  - Hepatitis A vaccine
  - Current flu shot card
  - Proof of U.S. Citizenship
  - Current driver’s license

Students and Faculty will be informed prior to clinical experience if options or additional requirements need to be met.
Green River College Health Science Programs
Conviction/Criminal History Disclosure Form

This form must be completed to be considered for Health Science Programs admission and continuation.

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

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

<table>
<thead>
<tr>
<th>First Name:</th>
<th>Last Name:</th>
<th>SID:</th>
</tr>
</thead>
</table>

I. CRIMES AGAINST PERSONS AND CRIME RELATING TO FINANCIAL EXPLOITATION

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

- Arson (1\textsuperscript{st} Degree)
- Custodial Interference (1\textsuperscript{st}, 2\textsuperscript{nd} Degree)
- Prostitution
- Assault (Custodial)
- Extortion (1\textsuperscript{st}, 2\textsuperscript{nd}, 3\textsuperscript{rd} Degree)
- Promoting Prostitution (1\textsuperscript{st} Degree)
- Assault (Simple or 4\textsuperscript{th} Degree)
- Forgery
- Rape (1\textsuperscript{st}, 2\textsuperscript{nd}, 3\textsuperscript{rd} Degree)
- Assault (1\textsuperscript{st}, 2\textsuperscript{nd}, 3\textsuperscript{rd} Degree)
- Incest
- Rape of a Child (1\textsuperscript{st}, 2\textsuperscript{nd}, 3\textsuperscript{rd} Degree)
- Assault of a child (1\textsuperscript{st}, 2\textsuperscript{nd}, 3\textsuperscript{rd} Degree)
- Indecent Exposure (Felony)
- Robbery (1\textsuperscript{st}, 2\textsuperscript{nd} Degree)
- Burglary (1\textsuperscript{st} degree)
- Indecent Liberties
- Selling/Distributing Erotic Material to a Minor
- Child Abandonment
- Kidnapping (1\textsuperscript{st}, 2\textsuperscript{nd} Degree)
- Sexual Exploitation of a Minor
<table>
<thead>
<tr>
<th>Crime</th>
<th>Crime</th>
<th>Crime</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child Abuse or Neglect  (RCW 26.44.020)</td>
<td>Malicious Harassment</td>
<td>Sexual Misconduct with a Minor</td>
</tr>
<tr>
<td>Child Buying or Selling</td>
<td>Manslaughter (1st, 2nd Degree)</td>
<td>Theft (1st, 2nd, 3rd Degree)</td>
</tr>
<tr>
<td>Child Molestation (1st, 2nd, 3rd Degree)</td>
<td>Murder (Aggravated)</td>
<td>Unlawful Imprisonment</td>
</tr>
<tr>
<td>Communication with a Minor</td>
<td>Murder (1st, 2nd Degree)</td>
<td>Vehicular Homicide</td>
</tr>
<tr>
<td>Criminal Abandonment</td>
<td>Patronizing a Juvenile Prostitute</td>
<td>Violation of Child Abuse Restraining Order</td>
</tr>
<tr>
<td>Criminal Mistreatment (1st, 2nd Degree)</td>
<td>Promoting Pornography</td>
<td>Or Any of These Crime That May Have Been Renamed</td>
</tr>
</tbody>
</table>

**II. RELATED PROCEEDINGS**

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

- □ Yes
- □ No
- If YES, please provide detailed information in Section VI.

**III. DRUG-RELATED CRIMES**

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

- □ Yes
- □ No
- If YES, please provide detailed information in Section VI.

**IV. MEDICARE FRAUD-RELATED CRIMES**

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

- □ Yes
- □ No
- If YES, please provide detailed information in Section VI.

**V. HEALTH CARE LICENSURE**

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

- □ Yes
- □ No
- If YES, please provide detailed information in Section VI.

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

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

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

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

[ ] Yes  [ ] No

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

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

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

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

HEALTH SCIENCE PROGRAMS
FERPA RELEASE

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

I give the program my permission to:

- Release records, including health and immunization history, drug screening, and background checks as necessary for participation in patient care/clinical experience
  
  Initials

- Send my transcript to any governmental agency, or perspective employer.
  
  Initials

- Provide prospective employers an employment recommendation.
  
  Initials

- Provide professional associations information as necessary for participation.
  
  Initials

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

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

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

Printed Student’s Name__________________________________________________________

Student’s Signature /Date Signed ________________________________________________

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

Initials

Please select one:

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

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

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

Initials

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

________________________________________
Printed Student’s Name

________________________________________
Student’s Signature

________________________________________
Date Signed

________________________________________
Witnessed by/Date

Rev. 05/2014
PHOTOGRAPH/VIDEO RELEASE FORM

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

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

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

If Model is under 18:

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

Model

Print Name: ________________________________

Signature: _________________________________

Date: _________________________________

Guardian

________________________________________

________________________________________

________________________________________
Health Science Mail Box Procedures and Key Policy
(Not Applicable for OTA)

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

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

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

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

_________________________________________
Printed Student’s Name

_________________________________________
Student’s Signature

_________________________________________
Date Signed
APPENDIX H

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

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

_________________________________________________________________________________

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

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

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

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

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

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

Please see the specific essential functions/physical requirements http://greenriver.edu/Documents/academic-programs/nursing/essential-functions-policy.pdf

Physician print name: ______________________

Signature: ______________________ Date: ______________________
# APPENDIX I

## HEALTH SCIENCE PROGRAMS GPA CONVERSION TABLE

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<thead>
<tr>
<th>GPA</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.0</td>
<td>98-100</td>
</tr>
<tr>
<td>3.9</td>
<td>97</td>
</tr>
<tr>
<td>3.8</td>
<td>96-95</td>
</tr>
<tr>
<td>3.7</td>
<td>94</td>
</tr>
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<td>3.6</td>
<td>93</td>
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<td>92-91</td>
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<td>3.4</td>
<td>90</td>
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<tr>
<td>2.1</td>
<td>76</td>
</tr>
<tr>
<td>2.0</td>
<td>75</td>
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</tbody>
</table>
APPENDIX J
GREEN RIVER COLLEGE HEALTH SCIENCE PROGRAMS LEARNING CONTRACT

Student: ________________________________

Instructors: ________________________________

Projected Completion Date: ________________________________

Course: ________________________________

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

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

Student

__________________________________

__________________________________

__________________________________

Student        Date

Faculty                       Date

Faculty                                                                           Date

Faculty

__________________________________

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

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

<table>
<thead>
<tr>
<th>Communication Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uses professional tone of voice with others</td>
</tr>
<tr>
<td>Uses non-judgmental language</td>
</tr>
<tr>
<td>Uses active listening techniques</td>
</tr>
<tr>
<td>Able to deal with conflict in professional manner</td>
</tr>
</tbody>
</table>

If you rate yourself at a 3, include a reason why you think you rate at this level with specific example(s) provided.
| Professional Behaviors                                                                 | Y | N | Rationale:
|--------------------------------------------------------------------------------------|---|---|---------------------
<p>| <strong>Professionalism:</strong>                                                                 |   |   |                     |
| Attends class and clinic regularly and on time – arrives early if necessary. Does not abuse break times. | Y | N |                     |
| Follow OTA program attendance policy                                                | Y | N |                     |
| Submits assignments on time                                                         | Y | N |                     |
| Follow through with commitments and responsibilities                                | Y | N |                     |
| Wears neat, clean, and appropriate clothing for setting                              | Y | N |                     |
| Exhibits good hygiene (hair, body odor, breath)                                     | Y | N |                     |
| No heavy perfume, after shave, or make-up                                           | Y | N |                     |
| Controls nervous habits                                                             | Y | N |                     |
| <strong>Responsibility:</strong>                                                                 |   |   |                     |
| Comes to class on time (or calls if late or absent) prepared                        | Y | N |                     |
| Appropriate use of cell phones, technology and social networking                    | Y | N |                     |
| Assumes responsibility for one’s own actions                                        | Y | N |                     |
| Contacts faculty in timely manner for make-up work                                   | Y | N |                     |
| <strong>Ethical Behavior</strong>                                                                |   |   |                     |
| Demonstrates respect for others and their property                                  | Y | N |                     |
| Cleans up after self and maintains resources                                         | Y | N |                     |
| Maintains confidentiality of others (peers, clients)                                 | Y | N |                     |
| Respects ideas, beliefs, and values of others                                       | Y | N |                     |
| Completes work independently                                                        | Y | N |                     |
| Uses professional language; no profane language                                     | Y | N |                     |
| Handles personal crises appropriately                                               | Y | N |                     |
| <strong>Safety</strong>                                                                          |   |   |                     |</p>
<table>
<thead>
<tr>
<th>Goal/Objective</th>
<th>Plan of action</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Student Signature/Date
Faculty Signature/Date

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

- **Attendance:** Timely and consistent attendance and participation in all classes and fieldwork assignments is expected. Instructors need to be notified via phone and/or email of all urgent issues resulting in an absence prior to the class or clinic missed. In the case of multiple absences points may be deducted from your grade. Under no circumstances shall vacations be taken during the quarter, including finals week.

- **Grades:** Students who receive lower than a 2.0 in two or more OTA classes will be dismissed from the program. Students who are not performing to academic or professional standards will be placed on a Learning Contract.

- **Electronic Device Use:** Under no circumstances may a student answer a cell phone or perform texting and/or email functions during class or fieldwork time. Cell phones need to be placed in the “silent” mode prior to entering the classroom or clinic.

- **Fieldwork:** Placements are to be set up by the Program’s Fieldwork Coordinator. Green River College cannot guarantee placements at my preferred geographic locations.
  - Students who withdraw themselves from clinic placements without the knowledge of the Fieldwork Coordinator will be considered to have withdrawn from the program.
  - Students are expected to find their own transportation and living arrangements for all fieldwork placements. Students can anticipate up to an average of a 90 minute drive (one way) for Level I fieldwork and a 60 minute drive (one way) for Level II fieldwork.
  - Level 1: All students will be expected to complete part-time fieldwork experiences as assigned by the Fieldwork Coordinator during the normal business hours of the assigned clinic. While the first Level 1 experience will usually be in the Puget Sound area, we strongly encourage students to complete their second Level 1 at a facility outside of the Puget Sound area over a one week period of time. Once times are established between students and clinic supervisors then students are expected to adhere to the arranged schedule. Any changes to this schedule needs to be initiated by the clinic supervisor and not the student.
  - Level 2: All students will be expected to complete full-time work in the clinics during the last 2 quarters of the program. These placements will take place during the normal business hours of the clinic assigned. We encourage students to be open to completing either one or both of these fieldwork experiences outside of the Puget Sound area.

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

_____________________________  ____________________
Name          Date
ESSENTIAL FUNCTIONS
FOR THE
OCCUPATIONAL THERAPY ASSISTANT STUDENT

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

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

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

- **Motor:** The candidate should have sufficient gross and fine motor capabilities to execute the movements and skills required to provide safe and effective occupational therapy treatment. This includes, but is not limited to:
  1. Sufficient coordination, speed, strength and agility to assist and guard (protect) patients who are walking, exercising or performing other activities.
  2. Ability to adjust, move and position patients and equipment which involves bending, twisting, pushing and pulling, and reaching in order to guide, transfer and lift equipment and individuals.
  3. Ability to guide, resist, and assist patients, and to provide emergency care, which involves activities including standing, kneeling, sitting, walking and crawling.
  4. Ability and dexterity to fabricate, apply and monitor adaptive equipment, perform and demonstrate functional activities and administer components of sensory, motor and Activities of Daily Living Skills (ADL) assessments.
  5. Sufficient endurance to move about a classroom or clinical environment steadily throughout the day, including movement across distances, movement from one floor to another, and negotiation of small spaces.
• Sensory: Candidate should have sufficient sensory abilities to assess and monitor patients, observe physical movement, participate in physical measures, and recognize and respond to patient needs and unsafe situations. Candidate should have the ability to obtain information in classroom, laboratory or clinical settings through observation, auscultation, palpation and other measures, and requires abilities including, but not limited to:
  1. Visual ability (corrected as necessary) to recognize and interpret facial expressions and body language, to observe patient performance in therapy, to read or set parameters on occupational therapy equipment, and to interpret and assess the environment.
  2. Auditory ability (corrected as necessary) to recognize and respond to verbal directions and requests, to be aware of safety mechanisms in the environment, and for effective communication between patients/families/co-workers.
  3. Tactile ability to palpate muscle contractions, to discriminate hot and cold modalities, to exert the necessary pressure to fabricate splints, and to identify joint articulations.

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

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

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

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

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

**Additional information:** In order to be eligible for placement at a clinical education site, students admitted to the program will need to:

1. Obtain certification (health professional level) in cardiopulmonary resuscitation through an approved course for health care providers.
2. Complete an approved 7-hour course for health care providers on blood borne pathogens.
3. Provide proof of health status including but not limited to proof of MMR and chicken pox vaccination, hepatitis B vaccination (or signed waiver), current tetanus immunization, and current TB test.
4. Complete a Washington State Patrol background check (Children and Vulnerable Adults Act)
5. Complete other pre-clinical screenings as needed such as drug testing and finger printing. Candidates for the Occupational Therapy Assistant Program are required to certify that these standards have been provided to them. Applicants who believe they do not meet the standards may request accommodation. Accommodation is arranged through the Disability Support Services office. Additional information about requesting accommodation is available at http://www.greenriver.edu/student-affairs/disability-support-services.htm.

Database Key: Essential Functions

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

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

Name (please print): _______________________________________________________

Signature: ___________________________ Date: ______________
APPENDIX R

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

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

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

3. I understand that Green River College cannot guarantee placements at my preferred geographic
locations and that I may be required to travel one way up to 90 minutes (excluding traffic issues).
Options to go out of our area or out of state may be arrange between students and Fieldwork
Coordinator. We do not offer international fieldwork placements.

4. I understand that I am financially responsible for any fees associated with my fieldwork placement
which may include but not limited to toll bridge fees, drug testing, fingerprinting, bus passes and
parking.

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

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

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

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

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

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

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

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

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

14. I understand that I am expected to portray professional behaviors as outlined by the NBCOT Code
of Ethics, AOTA, and Green River and that issues related to professional behaviors have the
potential to affect success in Level I and II fieldwork and the Green River Occupational Therapy
program as a whole.
15. I understand that if identified as being at risk for not successfully progressing through the OTA program, I may be asked to sign a Learning Contract at the discretion of the OTA faculty. I understand that if a Learning Contract is developed for me that I will be required to sign and satisfactorily follow it or I will not be able to continue in the program or participate in clinical fieldwork.

Student Signature ___________________________________________ Date __________________

Witness
Signature: ___________________________________________ Date: ______________
Witness Printed Name: ___________________________________________
References:
Highline College Associate Degree Handbook. (2011-2012) Retrieved from
Shasta College Program Handbook. (n.d.). Retrieved from
http://www.shastacollege.edu/HSUP/REGN/studenthandbook/
Purdue University School of Nursing Handbook 2012) Retrieved from
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