

# Health Sciences Programs Occupational Therapy Assistant Student Handbook

Occupational  
Therapy  
Assistant

2021-2022

(updated 1-22)

*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*

*Rev 9/15/15*

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## **INTRODUCTION**

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

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

Also, the Green River 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 Sciences Programs are required to adhere to the policies, procedures, and information in both the Green River College Student Handbook and the Health Sciences Student Handbook.

Students are responsible for updated handbook policies and expectations.

## CAMPUS-WIDE MISSION & VISION

### 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 community partner and asset with robust and diverse revenue streams.

<http://www.greenriver.edu/about-us/strategic-plan/mission-and-vision.htm>

## CAMPUS-WIDE LEARNING OUTCOMES

### WRITTEN COMMUNICATION

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

### CRITICAL THINKING

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

### RESPONSIBILITY

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

### QUANTITATIVE AND SYMBOLIC REASONING

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

## STUDENT RIGHTS AND RESPONSIBILITIES

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

The Student Code of Conduct is comprised of Washington Administrative Codes outlining the rights and responsibilities of students attending Green River 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 community where students with disabilities have equal opportunity to participate in college programs and activities <http://www.greenriver.edu/student-affairs/disability-support-services.htm>

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

### **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](mailto:dcasey@greenriver.edu)

**For employees and public/visitors:**

**Contact: Debra Casey**

Title: Title IX / EEO Coordinator

Office: Administration Building (AD-17) Extension: 3328

Email: [dcasey@greenriver.edu](mailto:dcasey@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 Building.



## **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.

<https://www.greenriver.edu/campus/campus-safety/>

## **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.

**Phone:** 253-833-9111, ext. 2655

**Email:** [triodepartment@greenriver.edu](mailto:triodepartment@greenriver.edu)

## **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.

**Phone:** 253-833-9111, ext. 2460

**Email:** [chs@greenriver.edu](mailto:chs@greenriver.edu)

## **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.

**Phone:** (253) 833-9111 ext. 2803

**Email:** [diversity@greenriver.edu](mailto:diversity@greenriver.edu)

## **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.

**Phone:** (253) 833-9111 ext. 4148

**Email:** [publicspeakingcenter@greenriver.edu](mailto:publicspeakingcenter@greenriver.edu)

## **Food Services**

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

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

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

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

## **Holman Library**

Course assignments require frequent use of the Library. Visit the Green River College Academics website for more information: <http://www.greenriver.edu/academics/library.htm>

## **Writing Center**

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

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

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

<https://www.greenriver.edu/students/academics/tutoring-resources/writing-reading-center/>

**Phone:** (253) 833-9111 ext. 2166

**Director:** Ariel Wetzel

**Email:** [awetzel@greenriver.edu](mailto:awetzel@greenriver.edu)

## **Women's Center**

Women's Programs provides a wide variety of services and resources throughout the year. We offer assistance or referrals in many areas, including: starting college or returning to school after time away; child care; financial aid; scholarships; sexual harassment and discrimination; dating and domestic

violence; rape and sexual assault; legal issues; public assistance; and academic matters. Women's Programs loans books/calculators to students who are not getting funding elsewhere and can't afford to purchase them.

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

### **Student Organizations**

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

#### **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](#)  
[Student 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  
Olympia, WA 98507-1099

#### **For contact made without fees**

P.O. Box 47877  
Olympia, WA 98504-7877

[Information Regarding OTA Licensing](#)

**Call Center phone number:** 360-236-4700

Fax number: 360-236-4818

Email Address [hsqa.csc@doh.wa.gov](mailto:hsqa.csc@doh.wa.gov)

#### **Physical Therapist Assistant Program**

[The American Physical Therapy Association \(APTA\)](#)  
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.

Students are highly encouraged to actively pursue financial aid options while in program. Green River College financial aid program options: <http://www.greenriver.edu/student-affairs/financial-aid/aid-programs.htm>

### **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

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

<http://www.greenriver.edu/about-us/foundation/scholarships.htm>

# 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 including but not limited to DSHS (Department of Social & Health Services, WATCH (Washington Access to Criminal History), National background check and OIG (Office of Inspector General) background check
  - Professional Liability Insurance
  - CPR certificate requirements
  - Vehicle insurance and other requirements as applicable

**All completed clinical requirements will be due by the deadline established by each health science program.**

Students will **not be allowed** to participate in community lab/clinical programs without documentation of completed Clinical Placement Passport. Inability to participate in community 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](#)) that may include, but are not limited, to OIG, DSHS, State and National background as determined by specific clinical site requirements. 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.

**Disability Support Services Accommodations:** The Health Sciences programs are committed to place all students in clinical rotations for program completion. Students who qualify for accommodations must notify the clinical placement coordinator of their accommodation request within 3 months of clinical rotation to ensure timely placement. At which time, the placement coordinator will work with the student and a Disability Support Services representative to facilitate the accommodation request.

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

**Liability 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.

**Personal Healthcare Insurance:** 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 follow up care, including but not limited to health issues or incidents occurring during or at classroom lab sites.

**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.

## **IMPAIRED STUDENT POLICY**

- 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 (prescription or illicit) 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 student's 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.
- Sexual misconduct, harassment or assault.

**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 \(1991\)](#)

**Occupational Therapy Assistant:** [The American Occupational Therapy Association \(AOTA\) Occupational Therapy Code of Ethics and Standards \(2010\) \("Code of Ethics Standards"\)](#)

**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. 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 at the request of the instructor during classroom sessions.

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

**Laptop computers** may be permitted for the purpose of accessing the course resources for the applicable course of attendance, taking notes or completion of specific assignments as directed by the course instructor 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 current class cohort.
- 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)

## **STUDENT COMPLAINT PROCESS**

**Purpose:** The purpose of this policy and procedures is to provide a systematic way in which to express and resolve misunderstandings, complaints or grievances about dissatisfaction with academic issues or instructional personnel, services, or processes.

**Overview** There are times when a student has a genuine concern or complaint about an instructor or course. This policy and procedures is to provide a systematic way in

which to express and resolve misunderstandings, complaints or grievances about dissatisfaction with academic issues or college personnel, services, or processes.

**Scope:** This policy applies to students with complaints about classes, faculty, or academic issues.

**Policy:** It is the policy of Green River College to provide clear and accurate information, provide accessible services, and offer excellent educational programs and quality service. Students have both the right to receive clear information and fair application of college grading policies, standards, rules, and requirements as well as the responsibility to comply with them in their relationships with faculty and instructional staff members.

The college recognizes that disputes may sometimes arise and encourages the parties involved to resolve the conflict informally whenever possible. If resolution cannot be reached, the complaint resolution process provides an impartial and equitable way to resolve those conflicts.

Students must file an instructional complaint within two consecutive quarters after the action that gives rise to the complaint. The appropriate dean or vice president may suspend this rule under exceptional circumstances such as extended illness, sabbatical leave, or absence of one or both parties to the complaint. When either party of the complaint is no longer in residence with the college and does not expect to return, the appropriate dean or vice president shall give reasonable opportunity to complete procedures before making a decision.

**Procedures:** Student responsibilities regarding the instructional complaint process are found in the Instruction Student Complaint Process on the Green River website. Faculty responsibilities are found in the Complaints section of the United Faculty Coalition Collective Bargaining Agreement.

**Process:** For students with concerns about how their grade was calculated, or how course policy was applied.

Step 1: Contact your instructor with your concerns. For best results, try to schedule something outside of class – don't try to resolve the issue in the transition period between classes.

Step 2: If you are unable to resolve the issue with the instructor, contact the instructor's division chair. Similarly, if the instructor does not respond to your

attempts to make contact after a reasonable time (2 to 3 business days), you may contact the division chair.

The division chair will, within 10 business days, call a meeting between the instructor and student to resolve the issue. If a meeting is not practical, the chair may seek other means of resolving the matter such as a phone call or email communication, but you should generally expect to attend a meeting that will include the division chair and your instructor. The division chair's responsibility is to help find a resolution, not determine who is right or wrong.

If the instructor involved in the complaint is the division chair, then the matter will be referred to another division chair, preferably one under the same dean. Contact the office of the dean over your instructor's division for a referral.

Step 3: If the complaint cannot be resolved by the previous 2 steps, or if 10 business days have passed from when the division chair was notified of the complaint, the complaint may be referred to the appropriate instructional dean either by you or the division chair. The dean will meet with the faculty member, division chair and student to resolve the complaint within 10 business days of the complaint being referred to their office. The dean may choose to meet with all of you at once or separately.

Step 4: If the previous steps have not come to a resolution, the complaint shall be directed to the Vice President of Instruction for final resolution.

[Instructions for Student Complaints Process](#)

## **PROGRAM OF OCCUPATIONAL THERAPIST ASSISTANT**

The mission of Green River College Occupational Therapy Assistant Program is to graduate entry level occupational therapy assistants who provide occupation-based interventions that maximizes health, well-being, and quality of life to diverse populations, all people, and communities utilizing effective solutions that facilitate participation in their daily life. The program partnering Green River Colleges and its resources provides each student with a comprehensive education of knowledge, skills, values, and professional behaviors necessary to provide these interventions and to provide the students with support services and resources that will facilitate their success in learning.

Consistent with Green River's priorities, we will work towards meeting our mission statement using the core values and philosophy which include:

1. Student Success to support student engagement, retention completion and success through excellent teaching and learning and comprehensive support services such as using on campus resources such as the Writing Center, specific designated Occupational Therapy Assistant program tutors, counseling services, encourage utilization of office hours and peer mentorship.
2. High Quality: Provide high quality in teaching, learning, support service in an environment of compassion and integrity. Utilizing course evaluation, peer review, employee feedback and attending the multiple courses that the college provides allows instructors course to develop to meet student needs and community practice.
3. Student Access: meet student needs for access to and inclusion in their educational pursuits. The program does this by participating in Accessibility courses and using captioning services.
4. Community Engagement: collaborate, stimulate, and contribute to the educational, economic, and social development of our external and internal communities through continued learning. The Student Occupational Therapy Association has been involved in Kid's Day at the YMCA, participated in sponsoring volunteering for the Washington State Occupational Therapy Association (WOTA) conference. Both students and faculty have presented at the WOTA conference.
5. Equity – encourage, foster respect for and respond equitably to diverse perspectives and needs. Students received instruction in multiple courses about the importance for Occupational Therapy practitioner to provide service to a diverse population
6. Global awareness – foster citizen responsibility by cultivating a global perspective on critical issues and challenges affecting our community and the world. The program contributes to this by integrating current global issues into our problem-based approach.
7. Stewardship – strive to maintain sound fiscal management, increase effective and efficient operations, develop state-of-the-art infrastructure (to include staffing, technology, and facilities), and be forthcoming and transparent in accountability for resource use. The program director, with input from faculty, makes every attempt to ensure items are functional and monies are available within the OTA budget that equipment items can be replaced.
8. Innovation – seek to encourage, create, and adopt innovative perspectives, policies and practices that will help achieve the College's mission. The program makes every attempt to be innovative and current.
9. Campus environment - preserve the safety, ecology, and sustainability of our campus environment.

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:

- 1. 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 essential 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.
- 2. 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.
- 3. Lifelong Learning:** It is the goal of our program to develop future OT practitioners that are lifelong learners 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.
- 4. Problem Based Learning:** In the Green River College (GRC) Occupational Therapy Assistant (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.
- 5. 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 measurable 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:



1. Demonstrate mastery of the occupational therapy foundational content requirements.
2. Discuss the basic tenets of occupational therapy.
3. Conduct and document a screening and evaluation process.
4. Intervene and implement occupational therapy processes.
5. Describe the context of occupational therapy services.
6. Assist in the management of occupational therapy services.
7. Read and use professional literature in the field of occupational therapy.
8. 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.

### **Learning Philosophy:**

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 previously 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 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. The Program Pre-requisites, Requirements and Sequence is below.

We believe that offering two options of the program will provide students access to a program that can match their learning and lifestyle, thus providing students with the opportunity of education that they might not otherwise be able to participate in because of their life demands. In addition, this facilitates a more diverse cohort. The Hybrid track is designed for individuals who would like to continue to work to some degree, attend to their family needs and attend courses at night. The Hybrid Track begins in the spring quarter in the odd year and is 9 quarters long. Less face to face to time is spent with the instructor, while in class time is used for a review of the material and application. The course schedule is generally two-three nights a week with some weekends. Once in the upper 100 and 200 level courses students will need to participate in fieldwork and community service which only occurs during the day and may include weekends. The Hybrid track is year-round.

The Traditional full time program begins each fall and is designed for those who can attend full time and face to face time with the instructor is their best learning style. Courses are scheduled daily during the week with some weekends. This program track is 7 quarters. Students in this track participate in fieldwork during the weekday and may include weekends. See table below to do a side-by-side comparison.

<b>HYBRID</b>	<b>TRADITIONAL</b>
<ul style="list-style-type: none"> <li>• Designed for students who need more flexibility in the day hours</li> <li>• Courses are offered throughout the week with occasional Saturday intensive labs or community service work. Ideally students come to campus 2-3 times per week in the evening dependent on scheduling of courses and how instruction is delivered.</li> <li>• Courses offered on-line and in face-to-face format</li> <li>• Students must be self-directed, computer literate, and have ready access to computer technology to use on-line course delivery method</li> </ul>	<ul style="list-style-type: none"> <li>• Designed for students who are free to attend full-time day classes Monday through Friday, with some early evening courses. An occasional Saturday may be expected to allow for community service work.</li> <li>• For those who desire a structured program in a traditional classroom lecture/lab format</li> <li>• Seven (7) quarters in length; quarters 6 and 7 consisting of full-time internship/fieldwork</li> <li>• Full time employment is not recommended</li> </ul>

<ul style="list-style-type: none"> <li>• Level I fieldwork required involving day-time clinic observations</li> <li>• Program demands align with part time employment</li> <li>• Nine (9) quarters in length</li> <li>• Program is developmental in design where students must finish foundational classes in program before entering application academic practice classes</li> </ul>	<ul style="list-style-type: none"> <li>• Program is developmental in design where students must finish foundational classes in program before entering application practice classes</li> </ul>
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## **OTA PROGRAM PREREQUISITES, REQUIREMENTS & SEQUENCE**

### **Prerequisite Classes Required Before Entering Program:**

1. \*Anatomy and Physiology 103 or Biology & 241 AND
2. \*Anatomy and Physiology 104 or Biology & 242

OR

3. Bio & 175 and 5 credits with 5 credits from the Humanities/Fine Arts/English (non-performance), Social Science or Natural Science distribution lists.
4. English & 101
5. Psych& 100 Introduction to Psychology

### **Required co-requisites before the start of advanced practice classes:**

1. Cmst& 220 Public Speaking or Cmst&230 Small Group Communication
2. MATH 070 or higher
3. One Sociology Class from the following list:
  - Anth& 206 Cultural Anthropology (5)
  - Anth& 235 Cross-Cultural Medicine (5)
  - Cmst 238 Intercultural Communication (5)
  - Geog& 200 Human Geography (5)
  - Human 133 People, Language and Culture (5)
  - Human 186 Peoples of the World (5)
  - Soc& 101 Introduction to Sociology (5)
  - Soc& 201 Social Problems (5)
  - Soc 205 Sociology of Disability (5)

Each of the above required courses and co-requisites serves the purpose of developing skills necessary to carry out the behaviors consistent with strong therapeutic use of self and application of practical clinical skills. Students in our program learn to speak with confidence and have frequent

opportunities throughout the program to demonstrate both individual and group public speaking on a variety of topics. They are prepared to engage across a variety of racial, social and cultural demographics to thoroughly understand each client’s occupational profile and meet the unique needs of each client. They have the necessary basic math skills to analyze data to report performance in an accurate manner in documentation and understand the objective data respective to client outcomes. English 101 is prerequisite to every course taught in our program due to the need for OT practitioners to be able to communicate and discourse in a professional manner related to client care, documentation, team communication, and all matters related to professional advocacy and promotion.

Once in program, Anatomy & Physiology and Lifespan Development courses set the foundation for learning in all first-year courses with respect to the effects of diseases and disorders on the occupational performance of clients. Courses that rely on information from these classes include OTA 120/121, OTA 122, OTA 131/132, OTA 133/134, OTA 128, OTA 102 and 103, and OTA 124. Success in program hinges on understanding these underlying concepts.

Below outlines the course sequence for each track.

<b>HYBRID Track</b>	<b>TRADITIONAL Track</b>
<b>OTA Curriculum Sequence = 90 credits</b>	<b>OTA Curriculum Sequence = 90 credits</b>
<b>OTA Foundational Classes</b>	<b>OTA Foundational Classes</b>
<b>Quarter 1 (11 credits) spring</b>	<b>First Quarter (15 credits) fall</b>
OTA 100 Introduction to Occupational Therapy (3)	OTA 100 Introduction to Occupational Therapy (3)
OTA 101 Life Span Growth & Development in Humans (3)	OTA 101 Life Span Growth & Development in Humans (3)
OTA 102 Applied Anatomy and Kinesiology (3)	OTA 102 Applied Anatomy and Kinesiology (3)
OTA 103 Applied Anatomy and Kinesiology Lab (2)	OTA 103 Applied Anatomy and Kinesiology Lab (2)
<b>Quarter 2 (9 credits) summer</b>	OTA 111 Fundamentals of OT as Health Care Providers (2)
OTA 111 Fundamentals of OT as Health Care Providers (2)	OTA 112 Fundamentals of OT as Health Care Providers Lab (2)
OTA 112 Fundamentals of OT as Health Care Providers Lab (2)	<b>Second Quarter (13 credits) winter</b>

OTA 122 Physical Disabilities 1 (3)	OTA 124 Fundamentals of Gerontology (3)
OTA 123 Physical Disabilities 1 Lab (2)	OTA 120 Developmental Disabilities 1 (3)
<b>Quarter 3 (10 credits) fall</b>	OTA 121 Developmental Disabilities 1 Lab (2)
OTA 120 Developmental Disabilities 1 (3)	OTA 122 Physical Disabilities 1 (3)
OTA 121 Developmental Disabilities 1 Lab (2)	OTA 123 Physical Disabilities 1 Lab (2)
OTA 131 Physical Disabilities 2 (3)	<b>Third Quarter (13 credits) spring</b>
OTA 132 Physical Disabilities 2 Lab (2)	OTA 126 Clinical Seminar 1 (1)
<b>Quarter 4 (11 credits) winter</b>	OTA 127 Clinical Seminar 1 Lab (1)
OTA 124 Fundamentals of Gerontology (3)	OTA 128 Application of OTA 1 (1) *
OTA 126 Clinical Seminar 1 (1)	OTA 130 Professional Advocacy Experience (1)
OTA 127 Clinical Seminar 1 Lab (1)	OTA 131 Physical Disabilities 2 (3)
OTA 130 Professional Advocacy Experience (1)	OTA 132 Physical Disabilities 2 Lab (2)
OTA 133 Psychosocial Dysfunction (3)	OTA 133 Psychosocial Dysfunction (3)
OTA 134 Psychosocial Dysfunction Lab (1)	OTA 134 Psychosocial Dysfunction Lab (1)
OTA 128 Application of OTA 1 (1)*	<b>OTA Advanced Practice Classes</b>
<b>OTA Advanced Practice Classes</b>	<b>Fourth Quarter (13 credits) fall</b>
<b>Quarter 5 (8 credits) spring</b>	OTA 200 Developmental Disabilities 2 (1) *
OTA 200 Developmental Disabilities 2 (1) *	OTA 201 Developmental Disabilities 2 Lab (2)
OTA 201 Developmental Disabilities 2 Lab (2)	OTA 202 Ethics, Society and Professional Practice (3)
OTA 202 Ethics, Society and Professional Practice (3)	OTA 210 Therapeutic Practices in OT (3)
OTA 212 Therapeutic Group Leadership (1)	OTA 211 Therapeutic Practice Clinical Skills Training (2)
OTA 213 Therapeutic Group Leadership Lab (1)	OTA 212 Therapeutic Group Leadership (1)

<p><b>Quarter 6 (8 credits) summer</b></p> <p>OTA 210 Therapeutic Practices in OT (3)</p> <p>OTA 211 Therapeutic Practice Clinical Skills Training (2)</p> <p>OTA 220 Therapeutic Group Activities 2 (1) *</p> <p>OTA 221 Therapeutic Group Activities Lab 2 (2)</p> <p><b>Quarter 7 (10 credits) fall</b></p> <p>OTA 222. Clinical Seminar 2 (1)</p> <p>OTA 223 Application of O T Co-op 2 (1) *</p> <p>OTA 224 Therapeutic Adaptations (2)</p> <p>OTA 225 Therapeutic Adaptations Lab (3)</p> <p>OTA 228 Pre-Fieldwork Experience Seminar (2)</p> <p style="text-align: center;"><b>Level II Fieldwork Classes</b></p> <p><b>Quarter 8 (12 credits) winter</b></p> <p>OTA 240 Fieldwork Experience Seminar 1 (1)</p> <p>OTA 245 Co-op Fieldwork Experience 1 (11) *</p> <p><b>Quarter 9 (12 credits) spring</b></p> <p>OTA 241 Fieldwork Experience Seminar 2 (1)</p> <p>OTA 246 Co-op Fieldwork Experience 2 (11) *</p>	<p>OTA 213 Therapeutic Group Leadership Lab (1)</p> <p><b>Fifth Quarter (12 credits) winter</b></p> <p>OTA 222 Clinical Seminar 2 (1)</p> <p>OTA 223 Application of O T Co-op 2 (1) *</p> <p>OTA 220 Therapeutic Group Activities 2 (1) *</p> <p>OTA 221 Therapeutic Group Activities Lab 2 (2)</p> <p>OTA 224 Therapeutic Adaptations (2)</p> <p>OTA 225 Therapeutic Adaptations Lab (3)</p> <p>OTA 228 Pre-Fieldwork Experience Seminar (2)</p> <p style="text-align: center;"><b>Level II Fieldwork Classes</b></p> <p><b>Sixth Quarter (12 credits) spring</b></p> <p>OTA 240 Fieldwork Experience Seminar 1 (1)</p> <p>OTA 245 Co-op Fieldwork Experience 1 (11) *</p> <p><b>Seventh Quarter (12 credits) summer</b></p> <p>OTA 241 Fieldwork Experience Seminar 2 (1)</p> <p>OTA 246 Co-op Fieldwork Experience 2 (11) *</p>
<p><u>* Requires Off Campus Day Time Hours for the following Classes:</u></p> <p>OTA 128 = Average of 3 hours, once a week for 10 weeks</p> <p>OTA 223 = One-week full time (week determined by OTA program)</p> <p>OTA 200 = Average of 12 to 15 hours for one quarter over 5-week period of time</p>	<p><u>* Requires Off Campus Day Time Hours for the following Classes:</u></p> <p>OTA 128 = Average of 3 hours, once a week for 10 weeks</p> <p>OTA 223 = One-week full time (week determined by OTA program)</p> <p>OTA 200 = Average of 12 to 15 hours for one quarter over 5-week period of time</p>

OTA 220 = Average of 24 hour over an 8-to-10-week period of time	OTA 220 = Average of 24 hour over an 8-to-10-week period of time
OTA 245 = 40 hours of full time of fieldwork experience off campus	OTA 245 = 40 hours of full time of fieldwork experience off campus
OTA 246 = 40 hours of full time of fieldwork experience off campus	OTA 246 = 40 hours of full time of fieldwork experience off campus

The Advising process is an integral part of our program. Two methods of Advising take place. While in the didactic portion of program, students are advised once per quarter which is chosen by the college where students meet with their program advisor. The Advising process begins with a self-assessment where the student critiques themselves on life-long learning-resourcefulness, communication, professional behavior and writes measurable goals to accomplish. Goals are generated from a reflection of the assessment. OTA faculty then solicits feedback from all instructors and meets with each student and collaboratively reviews self-assessment and feedback. Faculty monitor student's growth in areas identified. Recognizing that one time per quarter is not adequate; instructors have integrated self-reflections for students to complete during their class. This allows the student to have ongoing self-assessment of skills required to be successful, such as self-learning, engagement, preparedness, and resourcefulness. Students are then required to seek peer feedback about each of the performance areas. This will allow students to develop intrinsic feedback with the goal of being a self-regulated learner. Methods used is verbal processing or written. All faculty, adjunct and full time, is expected to provide students with positive feedback as well as growth areas, so a consistent message is provided. In OTA 111/112, students are introduced to advising, personal and professional growth. While on fieldwork, the student's performance is monitored by the course instructor by communicating with the student, fieldwork educator, and online course participation.

In the students' first year, the students are registered in the following courses; quarter is dependent on which program track the student chooses.

OTA 100, Introduction to Occupational Therapy, which introduces students to the practice of occupational therapy including history and philosophical base. It begins teaching students the origins and basic understanding of the occupational therapy practice framework to include domain and process, the occupational therapy process and the promotion of health. This course introduces students on ethics and professional behavior.

OTA 102/103, Applied Anatomy & Lab students build off of pre-requisite science courses, with more in depth learning of anatomy of the musculoskeletal system including bony landmarks; origins, insertions, innervations of muscles and fundamentals of clinical kinesiology. Key instruction to this course is the application portion and its relationship to the delivery of occupational therapy. Students rely on this course to prepare for understanding principles in OTA 120/12, for example.

OTA 101, Life Span Growth and Development in Humans, provides students with a foundation of what to expect in the lifespan in preparation of higher level and specific course work. It includes a basic study of the basic theories and processes of normal human growth and development, practical

assessment and integration of all components psychosocial, physical and cognitive, relative to the needs of recipients of occupational therapy.

OTA 111/112, Fundamentals of Occupational Therapy as Health Care Providers and Lab, students learn basic patient-therapist interaction, importance of this interaction to development of the patient's occupational profile and its impact on therapy interventions and goals. In addition, students learn communication skills, and medical terminology. Students are trained in the foundational skills of HIPAA, HIV/AIDS training, infection control and blood borne pathogens. In addition, an emphasis is placed on study skills and time management, skills that are required throughout program. Students are also introduced to the Occupational Therapy Practice Framework, documentation and task analysis in order to prepare them for consequent OTA courses. Students are also introduced to Advising, professional growth and self-assessment.

OTA 124, Fundamentals of Gerontology, students study physical, emotional and social processes involved in normal aging plus a brief study of the pathology associated with the aging process. The course emphasizes techniques used in maintaining independence, adjusting to the special problems of aging and utilization of community resources. Principles learned in this class are applied to many courses. An example of application of material learned is development and management of groups in OTA 221.

OTA 120 and 121, Developmental Disabilities Lecture and Lab, the role of the OTA in different pediatric settings and the influence of legislation and laws that have influenced OT practice. Students study conditions that impede normal growth and development with special emphasis on CP, intellectual disability, ADHA/ADD, autism disorder, childhood genetic disorders, and learning disabilities. It begins exploration of developmental treatment methodologies with opportunity for experiential learning of patient handling techniques. The OTPF is integrated into the course as it applies to pediatric practice. Documentation is also part of this course. Students have been introduced to the basics on OTA 111/112 and in this course re-introduced to it in order to understand application to the pediatric population.

OTA 122/123, Physical Disabilities Lecture and Lab, students understand the effects of heritable diseases, genetic conditions, disability, trauma, and injury to the physical and mental health and occupational performance of the individual. They are to demonstrate knowledge and understanding of the structure and function for the human body, utilizing and applying concepts learned in OTA 102/103, to include the biological and physical sciences of specific clinical conditions. As students are learning these concepts they begin to describe and demonstrate basic assessment and treatment approaches utilized in occupational therapy intervention of the physically disabled through practical experiences in a lab setting. The OTPF is integrated into the course as deficits are explained and its impact on occupation.

OTA 126/127 and 128, Clinical Seminar and Lab 1 and Application of OT co-op experience 1, student go out to their first fieldwork. At this Level 1 fieldwork, students participate in supervised



clinical experience with clients in a community health care facility. This fieldwork includes observation, planning and implementation of patient treatments as assigned by the clinical supervisor. OTA 126, 127 are concurrent courses to the fieldwork experiences. Students are assigned a variety of assignments that facilitate integrating knowledge in all previous course work. Students continue with learning the OTPF as they see it in practice during fieldwork and use it to begin applying their documentation skills. In addition, it continues to teach students about client therapist interaction, clinical issues and therapeutic techniques. The instructor poses questions to the students that assist them to apply the knowledge learned in OTA 120 and OTA 122.

OTA 130, Professional Advocacy Experience, because students have a better understanding of the OT profession, we begin acquainting students with therapy practitioners' responsibilities in professional activities and promotion of occupational therapy to other professional consumers, third party payers and the public.

OTA 133/134, Psychosocial Dysfunction Lecture and Lab, students begin to learn techniques used to meet mental health needs within the occupational setting. It includes application of psychological frames of reference, clinical conditions, and the application of occupational therapy for these conditions. Integration of the OTPF and documentation is done in the course.

Students in their second year begin advanced practice classes where they apply their foundational knowledge learned in their first year.

OTA 200/201, Developmental Disabilities 2, an advanced level course that expands students' understanding of conditions that affect children. Learning from 120 and 121 is then integrated into course curriculum and the focus is on task analysis, assistive technology, and devices and occupation based approaches. The course provides students with an opportunity to complete intervention planning and implement the plan in a service learning opportunity. Documentation, using the OTPF, as a guide, is done for the service learning opportunity.

OTA 202, Ethnicity, Society and Professional Practice, provides an overview and understanding of professional ethics and responsibilities, expanded from OTA 111/112 and OTA 130, including ethical principles professional development, healthcare reimbursement systems and healthcare laws. A critical analysis of social issues including socioeconomics, social justice, cultural awareness and diversity factors related to the practice of occupational therapy in preparation for Level 2 fieldwork.

OTA 210 and 211, Therapeutic Practices in OT and Clinical skills training, that incorporates the models of practice and application of theories learned in previous courses, OTA 100, OTA 104, OTA 131, 132, in a clinical context in the analysis, selection and use of activities in a therapeutic activity while addressing the needs in a diverse patient population. Simulation is used in order for the student to practice their skills with different case studies. Emphasis is placed on application of the OTPF in the development of intervention targeting ADL and IADL. It also includes instruction in the

responsibilities a COTA has in the areas of documentation, record keeping service operations, discharge planning and research.

OTA 212, 213, Therapeutic Group Leadership and Lab, students study group dynamics as related to occupational therapy. Students learn to plan and implement activity groups appropriate for patients or clients of all ages. Students are able to integrate content learned in course focused on OTPF, documentation, activity analysis and psychosocial dysfunction.

OTA 220/221 Therapeutic Group Activities Lecture and Lab, students learn to plan and implement socio-culturally appropriate therapeutic leisure and social activities for patients/clients in a variety of community settings. Emphasis is on gradation, adaptation of leisure and social activities for a variety of patient/client diagnoses. Students are expected to critique their group process and give peer feedback. Content from OTA 104, 202 as well as previous course content is applied.

OTA 222/223, Clinical Seminar 2 and Application of OT Co-op, students complete a 1-week fieldwork where they apply all information learned in their fieldwork site. Focus is on utilization of the OTPF, nightly documentation, and timeliness with documentation, activity analysis and grading. Students identify challenges on fieldwork which can involve ethical dilemmas and time management and how to prepare for fieldwork level 2. Students also provide nightly reflections that include what they observed, participated in, and what they have learned, clinically or personally. Once back on campus, the group as a whole discusses potential barriers and methods to overcome the barriers to be successful.

OTA 224/225, Therapeutic Adaptations and Lab is a advanced course where students demonstrate previously learned technical skills as well as their knowledge of physical dysfunctions, learned in OTA 122, 123, 131, 132, 210, and 211, as they work with a variety of material to design, modify adapt and fabricate special equipment and assistive devices for the disabled. Students will demonstrate and articulate the use of technology to support performance, participation, health and well-being.

OTA 228, Pre-Fieldwork Experience Seminar prepares the student for successful completion of level 2 fieldwork. The course emphasizes further development of documentation skills, self-assessment for full time fieldwork, job search skills, service operations and supervision issues as well as preparation for the NBCOT exam.

OTA 240/245 and 241/246 Fieldwork Experience Seminar 1 and Co-op Fieldwork Experience 1 and Fieldwork Experience 2 and Co-op Fieldwork Experience 2, students discuss, and problem solve fieldwork experiences, read and discuss literature appropriate to fieldwork and review OTA program content in preparation for national certification exam. Fieldwork experiences include practice in one of the following areas: physical disabilities, psychological dysfunction, geriatrics, developmental disabilities, pediatrics, work hardening/pain management or hand therapy under the supervision of a licensed occupational therapy practitioner.

It is important to faculty that we always assess our program to ensure that our students are meeting the community standards and current practice set by the profession. A variety of tools are used to evaluate the program:

**Course Evaluation** - Students complete an evaluation of instructors teaching methodologies and provide feedback regarding the content of each course. Faculty meet to discuss feedback and adjust the current material by reviewing content that is presented prior to each course as well as determining the extent that the content prepares students for subsequent higher level coursework. Lecture, discussion, lab and clinical experiences are reviewed to determine the effectiveness in meeting course objectives and accreditation standards. When changes are made to the courses, a review of impacted courses and objectives is completed to ensure courses are meeting the objectives set by the accreditation body while meeting current standards of practice.

**Student Evaluation of Fieldwork Experience**— Students complete the Student Evaluation of Fieldwork Experience at the end of each Level 2 experience. This evaluation has two purposes. First, it provides the AFWC with feedback about the specific Level 2 fieldwork site experience. Second, it guides the program assessment for needed curricular changes to prepare the student for changing trends in community practice respective to client centered care.

In addition, at midterm, the AFWC inquires with each Fieldwork Educator to determine the student's ability to integrate program threads identified above as well as specific application of information and skills learned in program to actual client situations. This information, as well as the information gathered from the Student Evaluation of the Fieldwork Experience, is reported to the full-time faculty. Student Evaluations of the worksite are grouped by practice settings and answers to specific to questions are summarized and then presented to the faculty. Together faculty decide whether changes need to be made to current curriculum in order to mirror best practice as well as community practice. Full time faculty, Adjunct faculty and the Program Director are responsible for assessing the data, identifying strengths and weaknesses and determine what changes are to be made, if any. The data gathered with the final decision from full time faculty is then shared with adjunct faculty to guide changes in their specific course work and interactions with students. Any proposed changes or confirmed changes are reported to the Advisory Board.

**Exit Survey:** Students are provided with an electronic survey during their last level 2 fieldwork. This gives us data on the pre-advising process, in program advising process, and courses that were taken as well as the facilities component. Once data is collected faculty review, share data with the advisory board and make appropriate changes. This can be in the form of course content, resources and equipment, for example.

**Post Graduate Survey:** This is completed 6 months after graduation. Students who have graduated from GRC OTA Program are asked to complete a post-graduate survey to provide feedback about the coursework and its' relevance to current employment and market conditions.

**Employer Survey:** Employers also solicited to provide feedback regarding the OTA graduates employment readiness and professional behaviors, salary, and general feedback about Green River graduates.

Data collected from the Exit survey, Post Graduate Survey and Employer Survey, are used to guide program planning, implementation, and ongoing evaluation.

**Advisory Board:** This board is composed of practitioners in the field with a variety of practice experience and in different practice settings. The board provides the program with feedback about our current curriculum, provides ideas for marketing and helps stir progression for the program as it relates to marketing, best and current practice, opportunities for students, and program changes so that we can facilitate successful, well rounded, educated students

Through the course content, advising process, and systematic evaluation processes, Green River College Occupational Therapy Assistant Program continually strives to fulfill Green River College's vision for 2020 to be ranked among the very best in student completion and success and be an invaluable community partner and asset with robust and diverse revenue streams. We believe that the GRC 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 will be met through systematic and ongoing evaluation of the program.

## COST and FEES

Costs and fees can be found on our website at:

[Estimated Cost for OTA Program](#)

In addition to the Green River tuition and fees, the OTA Student will have additional expenses (amounts are approximate). Please note that prices are subject to change and Green River Faculty may not have control over the cost. Students are responsible for books, tuition, supplies, all background checks, Liability insurance, and all vaccinations and or certifications required by fieldwork.

Visit the Green River College [Tuition & Fees](#) page to view current tuition and fees.

Students are also responsible for anything related to pre-determination for eligibility for NBCOT, licensure and certifications.

- (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 FW1 or FW2.

The Cost and Fees are subject to change and updated once per year.

## General Policies Information

1. **College Policies:** Students are referred to the current year academic Student Handbook for the following official college policies; Academic Standards and Progress Policy and Student Rights; and the Student Code of Conduct. [Judicial Affairs](#), [Student Affairs](#).
2. **Essential Functions:** Students must be able to meet all **Essential Function** requirements of the program.
3. **Parking:** Students must park in student parking areas designated by the college.
4. **Student ID Badge:** Students are required to wear their GRC ID when on campus and on fieldwork (this might be in addition to the ID badge that the site provides you)
5. **Safety:** It is highly recommended that students sign up for Emergency and Safety Alerts at [Emergency and Safety Alerts](#). It is highly recommended that you familiarize yourself with Safety and Security services
6. **Curriculum Track:** students should not assume that they can move freely between the Traditional track and Hybrid track. Only under extreme circumstances is the student allowed to move to a different track. Students cannot choose which courses they take each quarter.
7. **Length of Program:** The curriculum sequence was designed in order to allow students to develop foundational skills in their first year, moving to application skills in their second year. Depending on the track, the program is **7 or 9 quarters in length, students are expected to complete the program within the 3 years of the start date**. However, if the student has extenuating circumstances, the student is to meet with the program director and Advisor to discuss the matter. It is important to note that a delay in the application of skills, whenever the leave is, can be detrimental to the student's ability to succeed. The program recognizes that each student's life circumstances are different and complex, while simultaneously noting that students must practice the skills to succeed.
8. **Grade expectations:** For students to progress through the program, the students must pass each course with a 2.0 or greater. Concurrent courses means that you must be enrolled in both courses at the same time. For example, a lecture and lab course related to the same subject. If a student fails one of the concurrent courses, the student enrolls in both courses.
9. **Visitors:** 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.

## Attendance

The program recognizes that given the current pandemic and that the climate is every changing, some flexibility in the attendance guidelines is required. In order to do this, the student is required to proactively communicate with the instructor and Program Director.

Students are expected to attend all classes which can be held during the day, evening or weekend. Courses may meet on weekends and evenings as well as require attendance at community events such as but not limited to Kids Day participation as part of Advocacy class. Students, when out on fieldwork, are expected to do the schedule as dictated by the site to include weekends, holidays and evenings. It is important note that lab participation is difficult to make up, if at all.

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.

In general, 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, the 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 the 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.

### **Faculty Support and 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 course instructor 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 with the Degree Audit 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 online 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

## **Lecture and Lab Structure and Class and Classroom Usage**

1. Class and Lab Structure:
  - a. A cohort is defined as a group of students who enter program at the same time. They take all OTA courses at the same time and in the specified sequence.
  - b. Once a cohort is admitted, the group of students in that cohort will stay together for all lecture and lab courses, unless notified by the program faculty or if the student fails. This includes online and face to face lectures. The same cohort will be split into two Lab sections when meeting with the course instructor, in order to get more hands on or 1:1 experience, usually when being instructed in a skill. Each lab may or may not have different lab times or instructors. Given that this is a cohort, students in 2 lab sections may be clustered into one class on the learning management system.
  - c. All students who have registered for a lecture take the class at the same time. Lecture may be one of or combination of the following, but not limited to: power points with accompanied reading and or listening to recorded lectures
2. The OTA classroom and lab is open to OTA students at the discretion of program faculty during normal program hours.
3. Students can use the lab to eat lunch but are responsible for keeping the lab area clean or student's privileges will be rescinded or if otherwise notified.
4. 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.
5. Power equipment is to be used only with permission and in the presence of instructors.
6. During after hour access, permission must be granted by the program faculty. Students are responsible for contacting safety dispatch at (253) 833-9111 ext. 3350 if doors are locked.
7. 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.
8. Students must follow MSDS guidelines per GRC policies.
9. After each lab use, students must disinfect equipment and surfaces (i.e. tables, mats, equipment, etc.)
10. Students must follow the Health Sciences Contagious Illness and Body Substances policy.

## **Communication**

1. Students must maintain a current telephone number and address with their instructors and the OTA program's office. Students must use the official Green River College email address for all program and professional correspondence.
2. 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.
3. Instructors need to be contacted by using their e-mail, for example, [instructor@greenriver.edu](mailto:instructor@greenriver.edu). Do not use Canvas, the learning management system to communicate with your instructor unless otherwise specified.

## **Program Registration and Enrollment**

1. 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 with the course, item number and schedule by their advisor to self-register.
2. 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.
3. Once a student is NOT enrolled:
  - a. The student is no longer considered a Green River College student
  - b. Access to the learning management systems is discontinued by the college
  - c. Instructors have no obligation to provide the student with learning materials, assignments or any other course content
  - d. He/she may NOT attend class.
  - e. 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.
4. Within 24 hours of disenrollment the student will need to:
  - a. Notify Program Director, advisor, and course instructor (s) by email.
  - b. Outline a plan to re-enroll and present it the Program Director and Advisor (see attached document)
  - c. 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.
  - d. Students can resource with peers to obtain assignments etc.
5. 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 EXPECTATION**

### **Program Continuation and Retention**

Students will progress through the program if a 2.0 is earned in each course. The OTA curriculum is specifically designed, therefore for a student to progress, they must meet a 2.0 or greater in each course per quarter. Courses are offered only in the specified quarter. Students will be notified of any changes in sequence. Students are eligible for graduation once all pre-requisites (taken prior to acceptance to program), co-requisites (taken prior to or within first year-effective 2023, all co-requisites must be taken prior to the first day of first quarter), all OTA courses and successfully pass both Level 2 fieldwork courses.

### **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 PROBATION:**

If students are identified with academic performance at that puts the students in jeopardy of failure,

1. The faculty member will notify the student, Program Director and the Advisor.
2. The faculty member can meet with the student to identify concerns and study options and resources.
3. The student and program director and or Advisor will meet with the student to identify concerns and a Learning Contract will be initiated and identify student services that might facilitate success.
4. The student is to initiate quarterly meetings to discuss progress.

### **ACADEMIC FAILURE**

If the student fails **one course** or progresses from probation to failure: Upon receipt of a grade below 2.0,

1. The student will meet with the program director and designated faculty in order to discuss the circumstances
2. Options for reentry will be discussed
3. Students can only re-enter when the specific course that was failed is offered.
4. A learning contract may be considered
5. Independent learning course may also be considered
6. If a student fails a one of the concurrent courses, the student must enroll in both courses.

If the student fails **two** courses, the student will need to:

1. Meet with program director, faculty and advisor to discuss options
2. The student will be dismissed from the program
3. If the student wishes to return to the program, the student must reapply
4. If the student is admitted in the application cycle, the student must retake courses regardless of grade.

### **FIELDWORK FAILURE:**

Students who are asked to stop fieldwork or receive a score below the passing score designated by the program and or AOTA, the student will receive a Fail, the student will

1. Meet with the program director and AFWC
2. Develop a learning contract or complete an independent learning.
3. If it is determined that the student is ready for fieldwork, the student can take Level 2 fieldwork courses out of sequence but will be decided by the faculty.

## ACADEMIC WITHDRAWAL:

At no time, may a student withdraw from courses to include fieldwork without permission from faculty for any reason to include avoiding failing grades. Withdrawal without discussing with the program director will result in automatic separation from program. If the student would like to withdraw, the student will need to meet with the program director to discuss reason and option.

## AUTOMATIC DISMISSAL:

In some cases, students will be automatic dismissed from the program. Reasons include, but are not limited to:

1. Not in compliance with code of ethics and conduct per Green River college Student handbook. 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>
2. Failure to disclose this information immediately will result in termination from the program. Students must immediately disclose any criminal offense that occurs during the program. Each year, each student is required to complete Criminal Disclosure form. If the student provides information inconsistent with any of their results of their background checks required by the college or site, this will result in termination.

**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](http://www.nbcot.org). Each year, each student is required to complete Criminal Disclosure form.

## CONDUCT RELATED OR PROFESSIONAL BEHAVIOR

If a behavior is recognized that it inconsistent with but not limited to Green River College, OTA program or the Occupational Therapy profession that is inconsistent with, but not limited to code of ethics or conduct, the following will occur:

1. Student will meet with the Program Director and Advisor
2. The incident will be discussed
3. A notation will be placed in the student's file.
- A. A learning Contract may be developed or in some circumstances, the student will be dismissed. 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

## 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.

1. **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:
2. Gross negligence resulting in actual or potential harm to client or family (safe practice policy)
3. Verbal threat of physical harm (assault)
4. Physical violence (battery)
5. Falsifying the medical record
6. Dishonest verbal or written communications
7. [HIPAA](#) Violation (breach of confidentiality)
8. Carrying a weapon or illicit drugs/drug paraphernalia
9. Stealing from clinical site, college, or faculty
10. Practicing under the influence of drugs or alcohol
11. Inappropriate use of electronic devices and social media in class, fieldwork and community
12. Theft of equipment, materials, and supplies will result in immediate termination from the program.
13. 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.
14. 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 student 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.

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

- **Cheating** includes, but is not limited to copying from another student's work; using materials not authorized by a testing proctor; possessing materials that are not authorized by a testing proctor, such as lessons, books, or notes; knowingly using or soliciting, in whole or part, the contents of a non-administered test; collaborating with or seeking aid from another student without authorization during the test; substituting for another person, or permitting another person to substitute for oneself, in taking a course test or completing any course-related assignment; using, buying, stealing, or transporting some or all of the contents of a non-administered test, on-line test, test rubric, homework answer, or computer program.
- **Plagiarism** is "knowingly tender any work product that the student falsely represents to the faculty as the student's work product, in whole or in part" (WAC 132J-125-200) and includes, but is not limited to, the appropriation, buying, receiving as a gift, downloading from website, or obtaining by any means someone else's work and then submitting that work for credit as if it were one's own.
- **Collusion** includes, but is not limited to, unauthorized collaboration with another person in the preparation of an academic assignment offered for credit.

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

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

A student will be given "due process" following the Green River College "Rules of Student Conduct located at: <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.

### **Learning Contracts**

The program uses Learning Contracts as a method to partner with our students in order to identify the concern areas, develop objectives and strategies in order to meet the expectations of the program. The student or faculty can initiate this discussion. A template can be found in the Appendices. Once a Learning Contract is initiated, the student will need to meet with faculty quarterly to discuss progress.

## **APPLICATION FOR GRADUATION AND LICENSURE**

1. During the 5<sup>th</sup> or 8<sup>th</sup> quarter of the OTA Program, students **must** apply for graduation in order to take the National Certification Exam.
2. 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.

3. **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 a criminal history, this may affect their ability to obtain a license.
4. 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.

### **Request for Letter of Reference**

**Policy: Students** can request a Letter of Recommendation from the OTA Faculty. Faculty is of no obligation to complete a letter of recommendation and can use their discretion. OTA Faculty will have the option to provide Letters of Recommendations to students for scholarships and fieldwork opportunities. Students are encouraged to ask both full time and adjunct faculty. When requesting a Letter of Reference, both the student and faculty member are expected to follow the procedure outlined below.

#### **Procedure:**

##### **Student will do the following:**

1. Request the recommendation at least 6 weeks prior to the application due date
2. When requesting the recommendation, will provide the instructor with written consent to provide information –copy of Health Science Program FERPA Release will be accepted (found in your handbook)
3. Student will complete : Request for Reference Letter Questionnaire
4. Upon request, provide faculty member with information that will help facilitate timeliness of reference.

##### **Faculty will:**

1. Decide whether a Letter of reference can be provided
2. Alert student of decision
3. Print and retain copy of the written consent. Consent to be retained in student's file.
4. If questions arise regarding scholarship, etc direct these questions to the student.
5. Provide student with written Letter of Reference
6. If possible, faculty can decide to write one Letter of Reference on behalf of two faculty members.

### **Impact of Covid 19**

The program and therefore, OTA students, will be in compliance with all Green River College and state of Washington laws during the time of Covid. Please refer to the Green River College website for procedures and requirements. In an effort to stay safe, the curriculum sequence may change in order to optimize the hands-on portions. In addition, OTA students may have additional requirements

to follow to stay in compliance. The program director and faculty will decide what courses are face to face, completely virtual, virtual hybrid, or online.

Fieldwork availability is being affected by Covid which may delay fieldwork and graduation. It is our intent to place students per schedule, however, may be limited by availability. Lastly, students can delay placement for Level 2 if they feel they are part of the vulnerable population and or live with a family member who is vulnerable. If a student chooses to opt out, a reasonable return time must be decided upon so that skills learned are not forgotten.

**HEALTH SCIENCES**  
**STUDENT HANDBOOK**  
**APPENDICES**

## **TABLE OF APPENDICES**

### **HEALTH SCIENCES COMMON FORMS**

- A. Student Handbook Acknowledgement of Program Requirements/Policies
- B. Conviction/Criminal History Disclosure Form
- C. FERPA Release
- D. Hold Harmless/Personal Responsibility of Healthcare Costs
- E. Photo/Video Release
- F. Doctor's Clearance and/or Release Following Illness or Injury
- G. Health Sciences Programs GPA Conversion Table
- H. Learning Contract

### **SPECIFIC TO OCCUPATIONAL THERAPY ASSISTANT PROGRAM**

- A. Student Assessment of Program Performance and Professional Behaviors
- B. Program Policy Acknowledgment
- C. Essential Functions
- D. Fieldwork Agreement
- E. Reference Questionnaire form

The Clinical Northwest Passport changes each year and can be found on the last page.



**APPENDIX A**

**HEALTH SCIENCES PROGRAMS – OTA PROGRAM**

**ACKNOWLEDGEMENT OF HANDBOOK AND REQUIREMENTS/POLICIES**

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

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

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

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

**Health Sciences Policies**

- Student Rights and Responsibilities (**Pages** \_\_\_\_\_) \_\_\_\_\_  
Initials
- Clinical Placement Policy (**Pages** \_\_\_\_\_) \_\_\_\_\_  
Initials
- Impaired Student Policy (**Pages** \_\_\_\_\_) \_\_\_\_\_  
Initials
- Professional Behaviours Policy (**Pages** \_\_\_\_\_) \_\_\_\_\_  
Initials
- Electronic Device and Social Media Use Policy (**Pages** \_\_\_\_\_) \_\_\_\_\_  
Initials

**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, Faculty references (**Pages** \_\_\_\_\_ through \_\_\_\_\_)

Essential Functions for the Occupational Therapy Assistant Student (Appendix \_\_\_\_\_) \_\_\_\_\_  
Initials

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

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

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

\_\_\_\_\_  
Name of Student (printed).

\_\_\_\_\_  
Signed/Date

**APPENDIX B**     *Green River Community College Health Sciences Programs*  
**Conviction/Criminal History Disclosure Form**

**This form must be completed to be considered for Health Sciences Programs admission and continuation**

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

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

First Name:		Last Name:		SID:	
-------------	--	------------	--	------	--

**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.  Yes      No

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

**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

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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.	<input type="checkbox"/> Yes <input type="checkbox"/> 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 Community College Health Sciences may verify this information through a private national background records verification agency. I also understand and agree that admission and continuation is conditioned on the Program's receipt of a satisfactory background check report from the agency.**

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

Signature		Date	
-----------	--	------	--

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 C**

**HEALTH SCIENCES 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 Green River College Health Sciences my permission to:

*Initials*

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.

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

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

Health Sciences Coordinator  
Green River College  
12401 SE 320<sup>th</sup> Street  
Auburn, WA 98092

\_\_\_\_\_  
Printed Student's Name

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Date Signed

\_\_\_\_\_  
Witnessed by/Date

APPENDIX D

HEALTH SCIENCES PROGRAMS  
HOLD HARMLESS  
PERSONAL RESPONSIBILITY OF HEALTHCARE COSTS

**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 follow-up care, including but not limited to health issues or incidents occurring during or at community and 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

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, catalog, 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 re-use 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.

**Model**

**Guardian**

Print Name:

\_\_\_\_\_

Signature:

\_\_\_\_\_

Date:

\_\_\_\_\_

*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.

**APPENDIX F**



**DOCTOR'S CLEARANCE AND/OR RELEASE  
FOLLOWING ILLNESS OR INJURY**

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

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

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

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

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

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

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

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

Physician print name: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## APPENDIX G

### HEALTH SCIENCES PROGRAMS GPA CONVERSION TABLE

GPA	PERCENTAGE
4.0	98-100
3.9	97
3.8	96-95
3.7	94
3.6	93
3.5	92-91
3.4	90
3.3	89
3.2	88
3.1	87-86
3.0	85
2.9	84
2.8	83
2.7	82
2.6	81
2.5	80
2.4	79
2.3	78
2.2	77
2.1	76
2.0	75



**APPENDIX H**

**GREEN RIVER COMMUNITY COLLEGE HEALTH SCIENCES PROGRAMS LEARNING CONTRACT**

**Student:** \_\_\_\_\_

**Instructors:** \_\_\_\_\_

**Projected Completion Date:** \_\_\_\_\_

**Course:** \_\_\_\_\_

<b>Standard to be Addressed</b>	<b>Concern</b>	<b>Resources/Strategies /Action Plan</b>	<b>Time Frame</b>	<b>Verification/Evidence</b>

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

\_\_\_\_\_  
**Student**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Faculty**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Faculty**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Faculty**

\_\_\_\_\_  
**Date**

**FORMS SPECIFIC TO OCCUPATIONAL THERAPY ASSISTANT PROGRAM**

# APPENDIX A

## OCCUPATIONAL THERAPY ASSISTANT PROGRAM STUDENT ASSESSMENT OF PROGRAM PERFORMANCE & PROFESSIONAL BEHAVIORS

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

Student Name: \_\_\_\_\_

Evaluator: \_\_\_\_\_

Date: \_\_\_\_\_

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

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

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

<b>Commitment to Lifelong Learning Behaviors</b>				
Initiative/Commitment to Learning				Rationale:
Self-starter, seeks out learning experiences	1	2	3	
Goes beyond what is required	1	2	3	
Displays positive attitude toward learning	1	2	3	
Is attentive and participates in class	1	2	3	
Prioritizes self and tasks	1	2	3	
Seeks assistance when necessary	1	2	3	
Demonstrates resourcefulness	1	2	3	
Manages time to meet class and clinic requirements	1	2	3	
Follows directions	1	2	3	
Is adequately prepared for projects and presentations	1	2	3	
Works effectively with others (peers and instructors)	1	2	3	
Does own share of work as part of a team	1	2	3	
Demonstrates consideration for needs of group	1	2	3	
Responsive to constructive feedback	1	2	3	
<b>Communication Skills</b>				
Uses professional tone of voice with others	1	2	3	
Uses non-judgmental language	1	2	3	
Uses active listening techniques	1	2	3	
Able to deal with conflict in professional manner	1	2	3	
Uses inflection and appropriate tone of voice (no sarcasm)	1	2	3	
Communication is respectful of others	1	2	3	
Utilizes appropriate non-verbal communication to augment message	1	2	3	
Uses proper grammar, spelling, and specified formats and written communication is clear	1	2	3	
Written work/assignments are completed neatly and professionally	1	2	3	
Uses professional tone in written communication with others	1	2	3	

Rate the following: Y = Yes (100% compliant)

N = No (falls below 100% compliance)

<b>Professional Behaviors</b>			
<b>Professionalism:</b>			<b>Rationale:</b>
Attends class and clinic regularly and on time – arrives early if necessary. Does not abuse break times.	Y	N	
Follows 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	
<b>Responsibility:</b>			
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	
<b>Ethical Behavior</b>			<b>Rationale:</b>
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	
<b>Safety</b>			<b>Rationale:</b>
Works in safe manner in class, lab, and clinic sites	Y	N	
Aware of safety precautions in class and clinics	Y	N	
Maintains safe work area during laboratory activities	Y	N	

List a minimum of two objectives with a plan of action to achieve those goals of the course of the next quarter. Target areas that you rate at a "N" or "1." If no 1 or N identified, choose other goals. Include here any pre-requisite or supporting classes that need to be completed. Supporting classes need to be completed before starting fieldwork level II. Goals established support Life Long Learning, Professional Behaviors, Communication, and success in OTA program.

Goal/Objective	Plan of action

\_\_\_\_\_  
Student Signature/Date

\_\_\_\_\_  
Faculty Signature/Date

Faculty Feedback:



**Occupational Therapy Assistant Program  
Policy Acknowledgment**

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

- Attendance: Timely and consistent attendance and participation in all classes and fieldwork assignments is expected. Instructors need to be notified via phone and/or email of all urgent issues resulting in an absence prior to the class or clinic missed. In the case of multiple absences points may be deducted from your grade. Under no circumstances shall vacations be taken during the quarter, including finals week.
- Grades: Students who receive lower than a 2.0 in two or more OTA classes will be dismissed from the program. Students who are not performing to academic or professional standards will be placed on a Learning Contract.
- Electronic Device Use: Under no circumstances may a student answer a cell phone or perform texting and/or email functions during class or fieldwork time. Cell phones need to be placed in the “silent” mode prior to entering the classroom or clinic.
- Fieldwork: Placements are to be set up by the Program’s Fieldwork Coordinator. Green River 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



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## OCCUPATIONAL THERAPY ASSISTANT PROGRAM

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### 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

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: \_\_\_\_\_



# Occupational Therapy Assistant Fieldwork Agreement

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

1. I understand that clinical fieldwork is a required part of my academic coursework and will occur during normal day-time business hours of the clinic in which I am placed.
2. I understand that clinical fieldwork takes place in addition to scheduled class time. It is my responsibility to adjust my personal schedule in order to accommodate the availability of the clinical fieldwork site.
3. I understand that Green River 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 arranged 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: \_\_\_\_\_

**APPENDIX E**

**Letter of Recommendation- Questionnaire**

*Please complete form to assist OTA faculty in writing a letter of Reference*

Your Name: \_\_\_\_\_ Phone: (\_\_\_\_\_) \_\_\_\_\_

Address: \_\_\_\_\_

Email (print out clearly): \_\_\_\_\_

Letter Requested for /to  General ( To Whom It May Concern)  Job  Scholarship  
 Other \_\_\_\_\_

To whom should the letter be addressed? \_\_\_\_\_

What is the deadline? \_\_\_\_\_

Where the letter should be delivered?

- I will pick it up from your outgoing box
- Email to me and the site at the email address above
- Mail directly \_\_\_\_\_ (provide address if not attached forms)

*(Note: some letters must be mailed directly, but I can sometimes give you a copy)*

Summarize the criteria for the scholarship/application?

Address each *criteria* and tell me how you meet each criteria and makes you the best candidate for the scholarship/ opportunity.

What classes (if any) did you take from me:

<i>Class</i>	<i>Quarter</i>	<i>Year</i>	<i>Grade</i>
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Member of GRCC's SOTA Club? YES or NO

If Yes, approximately how many meetings per quarter do you attend? \_\_\_\_\_

Office held? \_\_\_\_\_

**While at GRCC, did you officially tutor on campus?** YES or NO

If not officially, did you act a peer support to anyone in the program?

If yes: # of hours \_\_\_\_\_ Location \_\_\_\_\_

Briefly describe this experience.

**Which degree do you plan to get?**  AA degree  AAS  Other \_\_\_\_\_

**Overall GPA:**

**Are you a member of:** \_\_\_\_\_ AOTA \_\_\_\_\_ WOTA \_\_\_\_\_ Other  
Professional

**Organization:** \_\_\_\_\_  
\_\_\_\_\_

**Have you taken other courses related to OT or Rehab outside of the program?**

**What is your involvement in the community with respect to volunteering or participating in the activities?**

**What OT activities have you been involved with either here at GRCC or elsewhere?**

**Describe any other important information (honors received, clubs, specific courses taken, important for teaching, high GPA, other experiences related to teaching):**

**Describe your professional goals (desired job, level, subjects, etc.):**

**Describe any other personal information which I may or may not be aware of which you feel may be important (challenges you have to overcome, special skills you have, etc.):**

**Attached are the following forms:**