

2024-2025 ACADEMIC YEAR



Occupational Therapy Assistant

SALT LAKE COMMUNITY COLLEGE

OCCUPATIONAL THERAPY ASSISTANT PROGRAM HANDBOOK

SALT LAKE COMMUNITY COLLEGE

SLCC
OCCUPATIONAL THERAPY ASSISTANT PROGRAM

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Introduction

Welcome to the Salt Lake Community College (SLCC) Occupational Therapy Assistant (OTA) program. The Program Handbook provides an overview of the OTA program and our policies. The Student Handbook provides more information about the expectations for students in the OTA program. Students in the OTA program are responsible for the information in the Program and Student Handbooks.

OTA Faculty and Administration

OTA Program Faculty

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Salt Lake Community College

SLCC Vision

Salt Lake Community College will be a model for inclusive and transformative education, strengthening the communities we serve through the success of our students.

SLCC Mission

Salt Lake Community College is your community college. We engage and support students in educational pathways leading to successful transfer and meaningful employment.

SLCC Values

We don't just state our values; we live them through dedicated, collective effort. Our values ground our future endeavors and help us realize our mission of being an open-access, comprehensive community college committed to the transfer education and workforce needs of our students.

- Collaboration: We believe we're better when we work together.
- Community: We partner with our community in the transformative, public good of educating students.

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- **Inclusivity:** We seek to cultivate an environment of respect and empathy, advanced by diverse cultures and perspectives.
- **Learning:** We learn as a college by building outstanding educational experiences for students and by supporting faculty and staff in their professional development.
- **Innovation:** We value fresh thinking and encourage the energy of new ideas and initiatives.
- **Integrity:** We do the right things for the right reasons.
- **Trust:** We build trust by working together in good faith and goodwill to fulfill the College's mission.

SLCC Student Learning Outcomes

- Students communicate effectively.
- Students develop quantitative literacies necessary for their chosen field of study.
- Students think critically.
- Students express themselves creatively.
- Students develop civic literacy and the capacity to be community-engaged learners who act in mutually beneficial ways with community partners.
- Students develop the knowledge and skills to work with others in a professional and constructive manner.
- Students develop information literacy.
- Students develop computer literacy.

Equal Opportunity

It is the policy of Salt Lake Community College to comply with all federal, state, and local authorities requiring nondiscrimination, including, but not limited to Title VI and VII of the Civil Rights Act of 1964, Executive Order No. 11246, 45 CFR Part 90, the Civil Rights Restoration Act of 1987, Title IX of the Education Amendments of 1972, The Americans with Disabilities Act of 1990 (ADA), the Age Discrimination Act of 1975, Genetic Information Nondiscrimination Act of 2008, and Utah's Executive Order, issued December 13, 2006.

The College is fully committed to policies of equal employment and nondiscrimination and works to prevent any form of exclusion from participation in, denial of benefits of, or subject any individual to discrimination, harassment, or prejudicial treatment on the basis of race, color, national origin, age, sex, sexual orientation, gender identity, genetic information, disability, religion, protected veteran status, expression of political or personal beliefs outside of the workplace, or any other status protected under applicable federal, state, or local law.

Land Acknowledgement

Salt Lake Community College is located on the Native American shared territory of the Goshute, Navajo, Paiute, Shoshone, and Ute People. We honor the original ancestors of this land and also offer respect to our other tribal communities. We acknowledge this history to cultivate respect for and advocate with our Indigenous students and communities still connected to this land.

Overview of the Occupational Therapy Profession

The rapidly changing and dynamic nature of contemporary health and human services delivery systems requires the entry-level occupational therapy assistant to possess basic skills as a direct care provider, educator, and advocate for the professions.

An entry-level occupational therapy assistant must:

- Have acquired an educational foundation in the liberal arts and sciences, including a focus on issues related to diversity.
- Be educated as a generalist, with a broad exposure to the delivery models and systems utilized in settings where occupational therapy is currently practiced and where it is emerging as a service.
- Have achieved entry-level competence through a combination of academic fieldwork education.
- Be prepared to work under the supervision of and in cooperation with the occupational therapist.
- Be prepared to articulate and apply occupational therapy principles, intervention approaches, and rationales and expected outcomes as these relate to this occupation.
- Be prepared to be a lifelong learner and keep current with best practices.
- Uphold the ethical standards, values, and attitudes of the occupational therapy profession.

Career Opportunities

Work settings include acute care hospitals, rehabilitation centers/clinics, psychiatric hospitals, community living facilities, home health agencies, community mental health centers, school systems, and nursing homes.

Code of Ethics

The American Occupational Therapy Association published the Occupational Therapy Code of Ethics and Ethics Standard in 2020 in which all OT practitioners should abide. The Code of Ethics represents the values of the profession. These ethical values are applied to the policies of the program in order to help students learn and demonstrate them. Salt Lake Community College Occupational Therapy Assistant Program strongly adheres to the Code and violations are taken seriously.

The Code of Ethics can be found at <https://doi.org/10.5014/ajot.2020.74S3006>.

Key Principles:

- Principle 1. Beneficence: Occupational therapy personnel shall demonstrate a concern for the well-being and safety of the recipients of their services.
- Principle 2. Non-maleficence: Occupational therapy personnel shall always refrain from actions that cause harm.
- Principle 3. Autonomy and Confidentiality: Occupational therapy personnel shall respect the right of the individual to self-determination.
- Principle 4. Social Justice: Occupational therapy personnel shall provide services in a fair and equitable manner.

- Principle 5. Procedural Justice: Occupational therapy personnel shall comply with institutional rules, local, state, federal, and international laws, and AOTA documents applicable to the profession of occupational therapy.
- Principle 6. Veracity: Occupational therapy personnel shall provide comprehensive, accurate, and objective information when representing the profession.
- Principle 7. Fidelity: Occupational therapy personnel shall treat colleagues and other professionals with respect, fairness, discretion, and integrity.

Essential Functions for Career Success

As a student in the Occupational Therapy Assistant program, you will need to have essential physical, environmental, visual, and cognitive functions. The [Essential Functions for Career and Program Success](#) are located on the SLCC OTA website.

Professional Organizations

Students in the Occupational Therapy Assistant Program will obtain a student membership in the American Occupational Therapy Association (AOTA) and Utah Occupational Therapy Association (UOTA) and maintain their membership throughout the duration of the program.

American Occupational Therapy Association (AOTA)

6116 Executive Boulevard, Suite 200 North Bethesda, MD 20852-4929

<http://www.aota.org>

Utah Occupational Therapy Association (UOTA)

PO Box 58412

Salt Lake City, UT 84158-0412

<http://www.utahotassociation.org>

Certification

Graduates will be prepared to take the national certification examination administered by the National Board for Certification in Occupational Therapy, Inc. (NBCOT). After successful completion of the exam, the individual will be a Certified Occupational Therapy Assistant (COTA) and eligible for state licensure, which is required to practice in Utah and most other states within the United States.

Information about the exam and certification/recertification can be found at <http://www.nbcot.org>.

Licensure

Graduation from the Occupational Therapy Assistant Program does not guarantee the ability to obtain a Utah state license to practice as an occupational therapy assistant. Licensure is the exclusive right and responsibility of each state. To practice as an occupational therapy assistant, students must satisfy individual state requirements, independent of SLCC graduation requirements. It is highly recommended that students consult in advance with the Utah Division of Occupational and Professional Licensing (DOPL), or similar agencies in other states, to find out more about eligibility for licensure. DOPL can be reached at 801- 530-6628 or their website <https://dopl.utah.gov/>

The lack of United States citizenship may impact ability to obtain state licensure. It is recommended that students contact DOPL directly to inquire about their situation.

For students who plan to work as an occupational therapy assistant in another state, the student is responsible to determine the licensing requirements for that state. We suggest you start with the website License Finder sponsored by the U.S. Department of Labor. If you have difficulty finding the licensure requirements for your state, please contact your academic advisor or SLCC's [state authorization coordinator](#) for help.

For state-specific Occupational Therapy Assistant licensure information, please click [here](#).

Occupational Therapy Assistant Program Overview

The Occupational Therapy Assistant (OTA) Program at Salt Lake Community College originated in 1992. The program was created to serve the growing needs of occupational therapy within the community and state. The first graduating class commenced in 1994. Since that time, the program has graduated over 350 students who now serve the profession, college, and community. Graduates receive an Associate of Applied Science degree after successful completion of academic and fieldwork experiences.

The Occupational Therapy Assistant Program consists of three semesters of didactic coursework and one semester of full-time fieldwork. Coursework is completed in a cohort model, in which each semester builds on previous semesters. Fieldwork allows the student to apply what is taught in the classroom with clients in community settings. Level I Fieldwork (30 hours x 3) is embedded within the first three semesters. Level II Fieldwork (full-time) is completed in the fourth semester. Fieldwork experiences are assigned by the Academic Fieldwork Coordinator in collaboration with program faculty.

The Occupational Therapy Assistant Program is a civically engaged learning program within Salt Lake Community College. This is a unique designation and means that through the activities of the program students become engaged in community service and civically engaged learning.

Students in the Occupational Therapy Assistant Program participate in an outpatient and telehealth OTA Clinic under the direction of supervising faculty. The clinic runs for 10 weeks a semester using a peer mentoring design. Student involvement in the OTA Clinic is part of each student's community-engaged learning coursework.

Graduates comment that community-engaged learning provides a smoother transition from student to a clinician and is a vital part of their education. It has enabled them to learn about our community and the needs of the people who surround us every day in our workplaces, schools, businesses, and homes.

Mission Statement

The Occupational Therapy Assistant Program is committed to providing students with quality education and clinical expertise.

The program is directed toward advancing and preparing students for:

- Entry-level practice as an Occupational Therapy Assistant
- The national certification examination
- Civic engagement
- Making contributions to local and national professional communities through membership and community-engaged learning assignments.

The Occupational Therapy Assistant Program at Salt Lake Community College will work to achieve its mission by:

- Engaging students in learning experiences to acquire, synthesize, integrate, and assess intervention in areas of health and disability.
- Providing a firm base of generalized education encompassing an introduction to the many aspects of occupational therapy practice that can be applied to traditional and emerging areas of practice.
- Providing students with opportunities to utilize existing community resources and to develop professional contacts.
- Designing curriculum to enhance student acquisition of knowledge, skills, and attitudes necessary for successful performance as occupational therapy practitioners in the community.

Program Philosophy

The Occupational Therapy Assistant Program bases its philosophy on the belief that individuals can best facilitate their own physical and mental well-being through active involvement in occupations that have intrinsic meaning to their daily existence (Wilcock, 2006).

The occupational therapy assistant (OTA) collaborates in the occupational therapy (OT) process with the occupational therapist. The OTA motivates and facilitates an individual's ability to function and adapt as life is ever-changing in dynamic environments. The sequential progression for occupational therapy intervention includes activities, occupations, methods, and tasks to meet the needs of the person and facilitate positive occupational performance outcomes (AOTA, 2020)

Generalist training coupled with expectations identified in the local industry is the basis for the competent entry-level OT practitioner.

Faculty members believe learning should be an integrated connection between course design, outcomes, and teaching. Students can develop affectively (positive attitudes and motivation), behaviorally (competent performance), cognitively (intellectual connections through reflection), and socio-culturally (as members of OT cohorts). Student networking with faculty and other professionals enhances professional conduct. Instruction and learning become interactive through clinical observations, problem-solving, clinical reasoning, and collaboration.

The Salt Lake Community College Occupational Therapy Assistant Program's student learning outcomes utilize the college-wide student learning outcomes as a basis for all learning. Each course syllabi within the OTA Program outlines how the overall college learning outcomes align with the specific learning outcomes needed for successful completion of the course. The specific learning also aligns with the Accreditation Council for Occupational Therapy Education standards for OTA Programs.

American Occupational Therapy Association. (2020). Occupational Therapy Practice Framework: Domain and Process. 4th Edition. American Journal of Occupational Therapy, vol 74 suppl 2.

Wilcock, A.A. (2006). *An Occupational Perspective of Health*. 2nd Edition. Thorofare, NJ: Slack Incorporated.

Program Outcomes

Upon completion of the Occupational Therapy Assistant program, you must have the skills and knowledge needed for board exams and demonstrate entry level competency as an occupational therapy assistant.

- Graduates will acquire substantial foundational knowledge of the professions.
- Graduates will acquire substantial therapy skills.
- The program graduates will pass the national board certification of occupational therapy assistant examination.
- Graduates with certification will obtain employment in occupational therapy or their chosen field.
- Employers will report that our graduates are competent at their jobs.
- The program graduates will be effective in verbal, written, and non-verbal communicators with patients, peers, and others.

Civically Engaged Scholars

According to the Thayne Center for Service Learning, “The Civically Engaged Scholar program provides a structure for students to develop knowledge and skills to become active members of their communities. The program enhances both academic learning and volunteer experience. Personal and academic knowledge deepens as students critically reflect on their civic participation in our community. Civically Engaged Scholars stand out as leaders who strive to impact our communities for the better.”

Occupational Therapy Assistant students graduate as Civically Engaged Scholars through the Salt Lake Community College’s Thayne Center by maintaining a B average or above and completing graded community-engaged learning projects within the OTA Program. Community- engaged learning assignments may take up to 10-15 hours of additional homework time and may require nominal expense and travel. Students are instructed to budget accordingly and carpool whenever possible. Some projects may require the student to ask the facility or community site to help with additional funds to complete a project. Projects will either be assigned by instructors, or some projects will rely on students to arrange their own projects. All projects must be approved prior by your course faculty instructor before implementation and must relate to course topics.

Students completing all the requirements of the program are recognized by:

- Receiving certificates of achievement,
- Wearing cords of distinction at the commencement,
- Receiving special recognition of their accomplishments at the commencement,
- Having the Civically Engaged Scholar distinction noted on their Salt Lake Community College transcript, and
- Being honored at a Thayne Center celebration with students, staff, faculty, and administrators.

For more information related to Service Learning, see the community-engaged learning website <https://www.slcc.edu/thaynecenter/>.

Student Occupational Therapy Association

The Student Occupational Therapy Assistant Club (SOTA) is an active student club recognized on campus and by the American Occupational Therapy Association. It is a wonderful way to become professionally

socialized into the world of occupational therapy. Occupational Therapy students across the nation are involved in their student clubs.

The club meets twice a month with both first and second-year students in the fall semester. In the spring semester, the first-year students take over selected club positions and activities.

Roles and Responsibilities

- President
 - Conducts and presides at all regular meetings.
 - Attends ICC meetings once monthly.
 - Appoints committee as needed.
 - Manages all officers to ensure all duties are covered and represents the club whenever necessary.
 - Communicates with club advisor and/or Program Coordinator/faculty.
- Vice President
 - Attends all regular meetings.
 - Attends ICC meetings once monthly.
 - Reports on SLCC club policies and/or changes in policy Registers SOTA each fall with Clubs/Associations.
 - Assist Service/Activities Committee to file paperwork with Student Life and Leadership.
- Treasurer
 - Attends all regular meetings.
 - Manage and collect all dues and/or funds associated with SOTA Club.
 - Maintains club banking account including deposits, withdrawals, and statements.
- Historian (2-3)
 - Attends all regular meetings Documents all SOTA activities/projects.
 - Keeps a log of activities date, time, and type of service.
 - Coordinates with Historians, President, and advisor/program direction to obtain information to be added to the website.
- Secretary
 - Attends all regular meetings.
 - Takes attendance of members at each SOTA meeting Records meeting minutes at each meeting.
 - E-mails meeting minutes to advisor; Prints and places in a notebook accessible to all members.
 - Completes roll call.
- UOTA Student Representative
 - Attends all regular meetings.
 - Attends all UTOA Student Task Force meetings and assists with those initiatives.
 - Reports on all changes/news concerning OT.
 - Informs students of the benefit of UOTA membership.
 - Co-chairs the UOTA Student Task Force.
- AOTA Association of Student Delegates Representative
 - Member of the Association of Student Delegates.
 - Attends all regular meetings.

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- Reports on all changes/news concerning OT nationally obtained via AOTA.
- Attends AOTA Annual Conference as delegates and prepares a presentation for SOTA members about the conference.
- Program Advisory Committee (PAC) Representative
 - Attends all regular meetings.
 - Attends 3 PAC meetings and reports on student activities.
- Service and Social Standing Committee
 - Communicates with SOTA Club Advisor about supplies needs and receives permission from the advisor for each project and activity.
 - Fills out required forms to document activities for submission to ICC.
 - Collaborates and plans at least one (1) service activity and at least three (3) social activities per semester.
 - Collaborates with the SOTA Club.

Program Curriculum

Prerequisites

Semester: Fall	
Course	Cr/Hr
MATH 1010 College Algebra or Math 1040	4
ENGL 1010 Introduction to Writing	3
BIOL 2320 & 2325 Human Anatomy with Lab OR OTA 1040 Anatomy and Physiology for OT	4
TOTAL	11

Semester: Spring	
Course	Cr/Hr
PSY 1100 Life Span Growth & Development	3
COMM 1010 Elements of Effective Communication	3
OTA 1020 Introduction to Occupational Therapy Assistant	3
TOTAL	9

First Year

Semester: Fall	
Course	Cr/Hr
OTA 1100/1105 Functional Anatomy Lecture	3
OTA 1105 Functional Anatomy Lab	3
OTA 1120 OT Modalities I Lecture	2
OTA 1130 OT Modalities I Supervised Instruction	3
OTA 1140 Physical Dysfunction Lecture	3
OTA 1150 Physical Dysfunction Supervised Instruction	3
OTA 1170 Physical Dysfunction Fieldwork I Experience	2
OTA 1180 OT Domain & Process	2
TOTAL	21

Semester: Spring	
Course	Cr/Hr
OTA 1210 OT Professional Issues I	2
OTA 1220 OT Modalities II Lecture	2
OTA 1230 OT Modalities II Supervised Instruction	3
OTA 1240 Physical Dysfunction II Lecture	3
OTA 1250 Physical Dysfunction II Supervised Instruction	3
OTA 1270 Pediatrics Fieldwork I Experience	2
OTA 1280 Pediatric/Adolescent Lecture	3
OTA 1290 Pediatric/Adolescent Supervised Instruction	3
TOTAL	21

Second Year

Semester: Fall	
Course	Cr/Hr
OTA 2310 OT Professional Issues II	2
OTA 2320 OT Modalities III Lecture	2
OTA 2330 OT Modalities III Supervised Instruction	3
OTA 2340 Psychosocial Lecture	3
OTA 2350 Geriatrics Lecture	3
OTA Geri-Psych Fieldwork I Experience	2
TOTAL	15

Semester: Spring	
Course	Cr/Hr
OTA 2450 Fieldwork II Experience Part I	6
OTA 2460 Fieldwork II Experience Part II	6
TOTAL	12

[Accreditation](#)

The Salt Lake Community College Occupational Therapy Assistant program holds accreditation from the Accreditation Council for Occupational Therapy Education (ACOTE).

Accreditation Council for Occupational Therapy Education

7501 Wisconsin Avenue, Suite 510E

Bethesda, MD 20814

Phone: 301.652.6611

Email: accred@aota.org

More information can be found on the [OTA Program Accreditation](#) page.

[Program Admissions](#)

For current admissions requirements and procedures, please see the [OTA Admissions](#) page.

[SLCC Student Support & Services](#)

The [Jordan Student Center](#) (JC-STC) on the Jordan Campus offers a variety of services including a college cashier, health center, childcare, health clinic, bookstore, fitness room, and limited food service. Student Services on the Jordan Campus is located at JC-STC information desk in the first-floor commons.

The Lifetime Activities Center on the Redwood Campus is the primary recreational facility for SLCC.

The [SLCC Current Student](#) webpage describes these student services in detail.

[Academic Advising](#)

[Academic Advising](#) helps students plan, explore, make decisions, access resources, and evaluate their academic and career goals.

To make an appointment with Academic Advising and a variety of other Student Support Services, you can use MySuccess. To access MySuccess, log in to your MySLCC portal, select the Advising Tab, and click “Login to MySuccess” under the find your advisor section. Your homepage will have your Primary Academic Advisor listed at the top (along with a list of services below, and a search bar to find other staff

and services). Click on your Primary Advisor's name to see their availability and to book an appointment. Check your SLCC email for confirmation.

Financial Aid & Scholarships

The [Office of Financial Aid & Scholarships](#) (OFAS) is here to assist you through the financial aid process. Whether you need help completing the Free Application for Federal Student Aid (FAFSA) or have questions about different options to pay for school, OFAS is here to help.

Visit the [Financial Aid Appointments](#) page to schedule a virtual or in-person appointment.

The [Scholarships and Tuition Waivers](#) website has information about awards available, application process, and deadlines.

Center for Health and Counseling

If you find yourself struggling with your mental or physical health, the [Center for Health & Counseling](#) (CHC) provides convenient and affordable healthcare, mental health counseling, massage therapy services, and healthy lifestyle programs on campus. CHC is staffed by experienced, licensed professionals who are attuned to the needs of college students. The services are low-cost and completely confidential. The CHC is located at the Taylorsville/Redwood, South City, and Jordan campuses. For CHC hours, information about CHC services, or to book an appointment please call 801-957-4268 or visit <https://slcc.edu/chc>. If you wish to talk with someone immediately, you may start a free chat or call with a licensed crisis counselor, 24/7 through [SafeUT](#) or by calling 1 (800)273- 8255.

Accessibility & Disability Services

SLCC values inclusive learning environments and strives to make all aspects of the College accessible to our students. If you have a need for accommodation for a recognized disability you are encouraged to reach out to the ADS to discuss ways SLCC can assist you to improve access to learning materials or the learning environment.

Phone: 801-957-4659

Email: ads@slcc.edu

Website: www.slcc.edu/ads

Our ADS advisors are trained to assist with pregnancy-related accommodations as well as disability-related accommodations. We strongly recommend any student who is pregnant or becomes pregnant while in the program notify the ADS. This will allow preventative measures to be taken, safety processes in place to protect the student and the unborn child and allow for accommodations.

Due to risk of fetal exposure to radiation and chemicals, while in the program it is strongly recommended that all pregnant students work closely with the ADS.

Veterans Services

The purpose of [Veterans Services](#) is to provide comprehensive assistance and support to all SLCC service members, veterans, and dependents to complete their educational goals. Veterans Services can assist qualified students with Educational Benefits, Financial Aid, Health and Wellness and other services.

Phone: 801-957-4289

Email: veterans@slcc.edu

Website: <https://www.slcc.edu/veterans/>

Library Services

The library system has print books and periodical subscriptions, access to electronic databases and reference titles (which include full-text articles and indexing/abstracting services), e-books, e-journals, online video resources, popular movies, telecourse videos, and more.

Library staff aids with e-Portfolio, research, and reference questions; inter-library and inter-campus loans; and training to assist in using the library's resources and accessing the Internet.

Patrons may access the library's online catalog and full-text database services through any computer on-campus or off-campus via the Internet.

Library Locations and Hours

The SLCC library system currently has four physical branch locations. For further information, such as hours, locations, and how to contact each branch, view [All Hours & Locations](#).

Library Card

Your library card is your SLCC OneCard. [OneCard](#) ID Centers are located at:

- Information desk in the Student Center at Jordan campus.
- Information desk in the Student Center at Redwood campus.
- Room W175 at South City campus.

Call 801-957-4022 for more information. Your library ID is your student "S" number.

Library Staff

Need assistance? Please contact our [library staff](#). They are happy to assist you in any way that they can! They are in the Jordan Health Science (JHS) building, room 235, 801-957-6202.

Learning Support and Tutoring Services

The following services provide support for SLCC students enrolled in any class at the College. All resources are provided free of charge. Ask your instructor about discipline-specific learning support and tutoring services.

- [Tutoring](#): index of all tutoring resources.
- [STEM Learning Resources](#): provides free tutoring and assistance in math and science courses at five campus locations.
- [Student Writing & Reading Center](#): provides in-person and online feedback on all writing and reading assignments.
- [ePortfolio Lab](#): provides drop-in assistance for all ePortfolio questions.
- [eLearning Support](#): provides support for navigating online and hybrid classes.
- [Business Resource and Innovation Center](#): provides tutors and study space for students in Business and CSIS courses. Located in BB 226 on Taylorsville-Redwood Campus.
- [Academic Calendar](#): provides important dates for the academic year.
- [Bookstore](#): find course materials and SLCC merchandise as well as information on store hours.

Student Support

Student Engagement, Experience and Achievement

[Student Engagement, Experience and Achievement](#) (SEEA) is committed to supporting, advocating, and celebrating the multicultural experiences of all our students. SEEA offers holistic approaches within the Dream Center, Gender and Sexuality Student Resource Center, and the Student Involvement and Culture Center.

Dream Center

The [Dream Center](#) at Salt Lake Community College (SLCC) works holistically with undocumented students (with and without DACA) and members of mixed-status families to access and navigate college, graduate, transfer, and/or accomplish their goals

If you would like to request a meeting with a member of the Dream Team or if you have any questions or concerns, feel free to call (801) 957-2129 or email at dreamcenter@slcc.edu.

Gender & Sexuality Student Resource Center

The [Gender & Sexuality Student Resource Center](#) works holistically with students navigating gender- and sexuality-based experiences, needs, and barriers throughout their educational experience.

To receive support or get involved, contact us: GSSRC@slcc.edu; 801.957.3143; Instagram & Facebook (@SLCCGSSRC).

Student Involvement and Culture Center

The Student Engagement, Experience, and Achievement Council (SEEAC) serves to promote and celebrate intercultural enrichment and diversity at Salt Lake Community College. Led by a group of multicultural students, the SEEAC strives to strengthen student involvement by encouraging the use of the students' voice to improve the quality of their educational and academic experience regarding college issues.

For more information, call 801-957-4954 or email diversity@slcc.edu.

Food, Childcare, and Crisis Services

SLCC offers a range of services to assist students. An overview of these services can be found at the [Bruin Support Hub](#).

- For childcare assistance, please visit [Child and Family Care Services](#).
- For assistance with food insecurity, please visit the [Bruin Pantry](#).
- For assistance with basic needs, please visit [Basic Needs Resources](#).

Security, Parking, and Safety

Security

For information on campus safety, resources, and reporting, please visit [#SLCCsafe](#).

Jordan Campus Police and Emergency Numbers

Emergencies: 911

Jordan Campus Police: 801-957-3800 (Non-emergency)

Animal Control: 801-840-4000

Parking Lot Escort Service

SLCC's Department of Public Safety offers a parking lot safety escort service between 6:00 and 10:00 pm, Monday through Friday. Request the service by calling 801-957-3800 from any campus.

Parking

SLCC [Parking Services](#) is responsible for parking permits, enforcing parking regulations, and ensuring a smooth parking experience for our community. **Please note that a valid parking permit is required to park on any SLCC campus.**

SLCC is authorized to regulate parking and traffic and to issue citations on all SLCC campuses by Utah State Code *53B-3-103, 106*. Rules and regulations may change at the discretion of SLCC administration. The college is not responsible for theft or damage to vehicles parked on campus. Overnight parking is prohibited, and vehicles left overnight will be impounded.

Title IX

Title IX of the Educational Amendments of 1972 prohibits discrimination based on sex in any educational institution that receives federal funding. Salt Lake Community College does not tolerate sex discrimination of any kind including sexual misconduct, sexual harassment, relationship/sexual violence, and stalking. These incidents may interfere with or limit an individual's ability to benefit from or participate in the College's educational programs or activities. If you have questions or concerns regarding your rights or responsibilities, or if you would like to file a Title IX complaint, please visit the [Title IX website](#).

Students may also use the [Online Reporting Form](#).

Students may also report incidents to an SLCC faculty or staff member, who are required by law to notify the Title IX Coordinator. If a student wishes to keep the information confidential, the student may speak with staff members of the Center for Health and Counseling, 801-957-4268.

Reporting Incidents of Hate or Bias

Salt Lake Community College (SLCC) is committed to fostering a safe and welcoming campus for all students, faculty, and staff; in turn, it is the responsibility of each person at SLCC to join in creating an environment in which others can thrive without fear of hate or bias. Although we try our best to make campus a safe and welcoming place, there may be times when you experience harassment, bias, or discrimination. [If this happens](#), there are few ways you can deal with it.

Program Standards and Procedures

Student Health

Student Insurance

With the Affordable Healthcare Act students are responsible for their own medical insurance coverage. Information about available plans can be found at <https://www.healthcare.gov>. Inadequate personal healthcare insurance coverage may affect clinical placements due to specific clinical affiliate requirements.

SLCC – Workers Compensation and Injury Reporting

[Workers' Compensation](#) is a no-fault insurance system that pays medical expenses for students injured while participating in a clinical rotation.

[SLCC | Workers Compensation Claim Report](#)

Report injuries immediately to the Academic Fieldwork Coordinator; also report to SLCC Risk Management by the next business day.

Suicide Prevention

Suicide is a serious issue and SLCC works to recognize warning signs and prevent suicide. More information can be found on the [Suicide Prevention](#) website.

The Most Common Warning Signs of Suicide:

- Ideation – talk of suicide, researching suicide means, preoccupation with death.
- Substance abuse – increasing abuse of drugs or alcohol.
- Purposelessness – lacking meaning or purpose, having no reason to live, a sudden loss.
- Anxiety – restlessness, inability to sleep, panic, and anxiety.
- Trapped – feeling there is no way out, stuck in unbearable pain.
- Hopelessness – depression, despair, feeling like a burden to others.
- Withdrawal – isolating oneself from friends, family, or others, feeling alienated.
- Anger – exhibiting uncontrolled rage or wanting to seek revenge.
- Recklessness – thoughtless or impulsive engagement in risky activities.
- Mood changes – is playing extreme or dramatic changes of mood or behavior.
- Other – getting affairs in order, having a suicide plan, past suicide.

For immediate assistance call the 24-Hour Crisis Line 801.587.3000

Suicide Behavior

Any member of the college community who learns that a student has **just engaged in suicidal behavior, is in the process of engaging in, or is about to engage in suicidal behavior**, should immediately report this behavior to emergency personnel by calling 911 or Public Safety 801-957-3800.

Suicide Threat

Any member of the college community who learns that a student has **communicated a suicide threat** should contact the Dean of Students as soon as possible at 801-957-477. The Dean may then consult, activate, or convene other BIT members to help coordinate information, identify support strategies, and develop/implement an action plan.

Training

Students in the OTA program will complete the LiveOn Utah training. LiveOn is a statewide effort to prevent suicide through education, resources, and changing our culture around suicide and mental health. For more information, visit <https://liveonutah.org/>.

Further education and training in identifying and assisting emotionally distressed and at-risk students are provided by the counseling staff at the Center for Health and Counseling and are available upon request. To inquire about training, contact Scott Kadera at (801) 957-4268 or scott.kadera@slcc.edu.

Occupational Exposure/Emergencies

Students entering the occupational therapy assistant profession must understand that many procedures performed by a therapist expose him/her to bloodborne pathogens requiring strict adherence to Organization for Safety Asepsis and Prevention (OSAP) infection control protocols and universal precautions as outlined in detail in the SLCC Bloodborne Pathogens Policy and training module presented by the SLCC. Students will be required to complete and test at an acceptable level in this training module before being allowed to work in the clinical setting.

Bloodborne Pathogens

All OTA students will take proper precautions when working around bodily fluids. Every precaution must be taken when working around blood or other bodily fluids to avoid exposure to bloodborne or other pathogens. In any health science program, there is a chance you may be exposed to bodily fluids and/or bloodborne pathogens.

Please refer to the Salt Lake Community College bloodborne pathogens policies and exposure control plan.

- [Salt Lake Community College Bloodborne Pathogens Policy](#)
- [Salt Lake Community College Risk Management Incident Report Form](#)
- [Salt Lake Community College Workers Compensation Claim Form](#)

School of Health Sciences Student Requirements for Bloodborne Pathogens:

- The student is required to follow the clinical affiliate written exposure control plan.
- Prior to attending, SLCC requires all students to show proof of vaccination series or titer.
- The student is required to use all forms of personal protective equipment to include eye protection, gloves, gown, mask, lab coats, face shields, mouthpieces, resuscitation bags, pocket masks, or other devices when exposure is suspected.

Exposure Procedures

The treatment to prevent HIV infection after a potential exposure is a multiple drug therapy that, when first administered within 1-2 hours of the significant exposure, has been shown to result in a 79% decrease in HIV seroconversion. The Center for Disease Control (CDC) recommends immediate evaluation of bloodborne pathogen exposures to determine if this treatment should be started.

The procedures outlined below should be followed immediately if you feel that you have been exposed. (It is critical that you do not wait to report the incident or to seek medical evaluation. Any significant exposure requires starting treatment within 1-2 hours of the incident.)

1. Notify your Fieldwork Coordinator and/or supervisor immediately that you have had a bloodborne pathogen exposure.
2. Identify the source of exposure. If you were exposed directly by another individual, get that individual's name, and learn how that individual can be reached for immediate follow-up testing if necessary. If you were exposed through a wound inflicted by a needle or other contaminated article, carefully bag and label the item and keep it isolated so that your CI or CC can retrieve it.
3. Fill out and sign exposure paperwork with the Fieldwork Coordinator.

- a. Students – file an insurance claim with your own medical insurance provider. Students are responsible for their own medical insurance coverage. Information about available plans can be found at <http://www.healthcare.gov>
4. Your individual exposure incident will be evaluated right away by a knowledgeable physician to determine what course of treatment, if any, is required. Anyone significantly exposed should start treatment within 1-2 hours post-exposure.

The College has provided you with this policy and procedure on preventing exposure to bodily fluids and bloodborne pathogens. If you have questions, contact the SLCC Risk Management Administrator (801.957.4533) immediately. Students on fieldwork should consult with their OTA Program Academic Fieldwork Coordinator and community site fieldwork educator.

Alcohol and Drugs Policy and Procedure

Student expectations regarding alcohol, drugs and other medications are located in the Student Handbook. This policy describes the program's policy and procedure if a student is suspected to be under the influence.

With suspicion of drug intake, use, or abuse, as identified by performance problems or displayed behavior (a reasonable cause basis); faculty will take immediate action. Two or more faculty/administrators will collaborate on the need for a student to have an additional drug screen. A student will be responsible for paying the cost of this additional drug screen. In the case of intoxication, a student will be held at their location until transportation is arranged to transport the student to the designated drug screen site.

If a student is intoxicated or under the influence of illegal substances during clinical experience/clinical internship, the clinical site will contact the Clinical Coordinator who will arrange for transportation.

While serving in a capacity representing the College as a student, professional behaviors are expected. A student has the responsibility to refrain from manufacturing and/or distributing, dispensing, possessing, and using or being under the influence of drugs or alcohol on college campuses, practicum sites, and other sites where the student is representing the college (including but not limited to conference attendance, meetings, and study groups). Students who violate this will be subject to discipline, including program dismissal. Violation of the alcohol, tobacco, and other drug policies will be handled through the Dean of Students. The sanctions taken may include but are not limited to referral for assessment by Health and Wellness Services, appearance before the Student Standards Committee, probation, or expulsion. http://catalog.slcc.edu/content.php?catoid=1&navoid=14#College_Policies.

Academic Policies

Student Records

A cumulative record is kept on each student in the program. This record contains admission applications, personal references, immunization records, and other pertinent information such as grades, performance evaluations, tests, etc., and is open to the student for personal review. Any other release of these records is determined by the provisions of the Government Record Access and Management Act of Utah.

Family Education Rights and Privacy Act (FERPA)

individual, agency, or organization without the written consent of the student as described in FERPA regulations, except “Directory Information,” which may be released upon request unless the student specifically withholds permission to do so (directory information restriction). Information that MAY be released about a SLCC student includes:

- Student name(s),
- Address**,
- Telephone number**,
- Date of birth,
- Major field of study,
- Dates of attendance,
- Enrollment status,
- Degrees and awards received,
- Most recent previous school attended,
- Participation in activities/sports,
- Email address,
- Student photograph.

** Address and telephone numbers will not be released except in circumstances described in the School of Health Sciences (SHS) Release of Information form. This form is provided at the SHS Orientation.

***No information may be released on a student with a “directory information restriction.”

Further information available about FERPA and student records retention is available on the website for the [Office of the Registrar and Academic Records](#).

Students who wish to release personal information regarding the need for special accommodations or disability to a fieldwork educator/site must sign a written release.

Criminal background checks may be released to community-engaged learning and fieldwork placements that require them but only through procedures outlined by the Health Professions Division office.

Transcript requests or grades must be referred to the Registrar (801.957.4298).

Requests for copies of fieldwork evaluations must be made from the facility with which each student was assigned. After grades are posted, copies of fieldwork evaluations will not be provided to a student.

Students may not provide personal information (phone numbers, addresses, email addresses, etc.) regarding fellow students to any source other than OTA Program academic faculty and fellow OTA students. Classmate information cannot be shared with field sites, clinical fieldwork educators/supervisors, job recruiters, social media, etc.

Occupational Therapy Assistant students will ensure confidentiality of all persons associated with the OTA Program including other students, fieldwork clients, faculty, and clients from the OTA/PTA Clinic in accordance with the Code of Ethics and Salt Lake Community College.

Academic Student Advising

Student responsibility for appropriate and timely advisement regarding the resolution of academic difficulties, including graduation readiness, financial difficulties, and progression within the program.

- Students will refer questions or concerns on coursework to the instructor of each course.
- Students may, during office hours, consult with faculty for the purpose of advisement on a first-come, first-serve basis. The student will only make individual appointments (other than office hours) if faculty are unable to meet during office hours.
- Adjunct faculty may not have office hours availability as they may be practicing clinicians. Adjunct faculty appointments are to be made at a time convenient for the faculty. Students must make every effort to speak with adjunct faculty during a class break, before, or after class. Students are not to go to an adjunct faculty's place of employment outside of SLCC for student advising or have any contact with them at this employment setting unless prior approval has been given by that adjunct faculty.
- Students must be sensitive to the amount of time taken for advisement, especially if other students are waiting to speak with an instructor.
- Students are expected to exercise professionalism and follow a chain of command for the voicing of concerns.
 - Students will first speak to the instructor if the concern regards them or an issue in their class.
 - If the issue is not addressed to the student's satisfaction, they may then follow the School of Health Sciences Academic Appeal Policy, below.
- Students are expected to meet with the occupational therapy academic advisor at least once per semester to ensure all coursework is progressing towards graduation.
- Students having financial difficulty, making it difficult to continue with the OTA Program should also meet with the occupational therapy advisor to receive resource information about tuition waivers, scholarships, or financial aid. Scholarship information can be found through the Financial Aid Office or at: <http://www.slcc.edu/financialaid/>

Academic Integrity

Any student violation of scholastic integrity for academic misconduct as defined below is subject to program dismissal.

All students are expected to be academically honest. Every effort will be made by faculty to discourage any type of cheating. Cheating includes, but is not limited to, printing exam questions from Canvas; sharing data with other students about exams; copying tests, assignments, etc.; collaborating with another student during an exam or in preparing academic work; or otherwise practicing scholastic dishonesty. Students must do their own work. If someone else's ideas are used in written work, they must be referenced accordingly. Awareness of academic dishonesty by a classmate is considered the equivalent of cheating unless it is reported.

*** Copying and pasting Instructor notes to complete assignments is considered plagiarism. Copying each other's assignments is cheating. Complete assignment in your own words while utilizing instructor notes.

Definitions of Academic Misconduct:

- **Aiding Cheating or Other Acts of Academic Dishonesty:** Providing material or information to another student with the knowledge that this material or information will be used to deceive faculty. Students are strongly encouraged to safeguard passwords and passcodes that grant access to college resources, databases, email, and other systems. Sharing passwords and passcodes that lead to academic dishonesty is grounds for disciplinary action.
- **Cheating:** Unauthorized use of notes or study aids, or acquiring information from another student's papers, on an examination; obtaining a copy of an examination or questions from an exam prior to taking the exam; altering graded work with the intent to deceive another person to do one's work and then submitting as one's own name; allowing another to take an examination in one's name; submitting identical or similar papers for credit in more than one course without obtaining prior permission from the instructors of all the courses involved.
- **Data Misrepresentation:** Fabricating data; deliberately presenting in an assignment data that was not gathered in accordance with assigned guidelines or deliberately fabricated; or providing an inaccurate account of the method by which the data was gathered and generated.
- **Plagiarism:** Presenting within one's own work the ideas, representations, or words of another person without customary and proper acknowledgment of that person's authorship is considered plagiarism. Students who are unsure of what constitutes plagiarism must consult with their instructors. Claims of ignorance will not excuse the offense.
- **Unauthorized Access to Computerized Academic or Administrative Records or Systems:** Unauthorized access to computerized academic or administrative records or systems means viewing or altering the College's computer records without authorization; copying or modifying the College's computer programs or systems without authorization; releasing or dispensing information gained through unauthorized access; or interfering with the use or availability of computer systems or information. Also, when College-sponsored activities are held at locations owned or managed by other institutions or organizations, the unauthorized use, viewing, copying, or altering of those institutions' computer records, systems, or programs would similarly constitute a violation of academic integrity.
- **Unprofessional or Inappropriate Behavior within a Clinical, Field, or Internship Experience:** Conduct that is considered to be lewd, indecent, obscene, inappropriate, and/or non-compliant with professional or accreditation standards; or a violation of clinical or other affiliated site expectations or guidelines; or a violation of federal or state laws.

Academic Appeal Procedure

The School of Health Sciences Appeal Procedure (the Procedure) functions in accordance with the Salt Lake Community College Student Code of Conduct (the Student Code), https://www.slcc.edu/policies/policies/student_affairs/8.1.050.aspx, Section III.B.4.c

For the purposes of this procedure, business days are based upon the college's academic calendar and exclude weekends, holidays, and official college break periods and closures.

The following levels may be completed by students who have the right, as per the Student Code, to grieve a grade, warning (verbal or written), suspension, or dismissal received within a program of study.

INFORMAL COMPLAINT: Issues between students and a faculty/instructor, staff member, or administrator should be first discussed between those involved in the issue, if possible. For most issues it is anticipated that a resolution between the student and the faculty/instructor, staff member or administrator can be reached with an informal discussion of the issue. In the case that the student is unable to address the issue directly with those involved, or the issue is addressed but not resolved, the student may opt to escalate the concern through the following process.

LEVEL ONE:

- If a successful resolution is not forthcoming with the individuals directly involved, the student may choose to make an appointment with the program coordinator to address their concerns.
- The student is held to the standard within the program handbook regarding the process for appeal to the program coordinator.
- If the issue is with the program coordinator, and resolution was attempted and failed in the informal stage the student may move directly to level two.

LEVEL TWO:

- If the outcome of the program appeals process is not to the student's satisfaction, the student has (5) business days from their receipt of the outcome to submit a written appeal that includes a statement of the issue and any evidence in its support, the resolution sought, and the student's signature to the Associate Dean.
- The Associate Dean will request documentation and evidence from any faculty that may be involved in their investigation of the student appeal request.
- The Associate Dean will notify the student through a formal letter within five (5) business days of their decision whether a conference with the student is warranted and if so, will schedule a conference date.
 - If a conference is not warranted this letter will notify the student of the Associate Deans decision on the matter.
 - If a conference is warranted a conference will be scheduled and the Associate Dean will notify the student through a formal letter within five (5) business days of completion of the conference of their decision to approve or reject the student's appeal.

LEVEL THREE:

- Within five (5) business days after the receipt of the formal letter from the Associate Dean, the student may submit a written appeal to the Dean of the School of Health Sciences.
- The Dean will review the appeal, all evidence, and render a decision to the student within ten (10) business days of receiving the formal letter from the student.
- The Dean will notify the student, in writing, of his/her decision to uphold, modify or dismiss the decision and possible sanction(s) imposed by the faculty member.
- The decision of the Dean is final and cannot be appealed.

NOTE: The SLCC School of Health Science Appeal process, and the SLCC grievance procedures are separate and distinct from any formal legal proceedings. These procedures are designed to provide students with due process, procedural fairness, and developmental growth opportunities and ensure equal protection for all students. Due to this expectation, legal council is not assumed to be present

during any scheduled meetings in the appeals process. If either party determines that legal council is necessary, this must be relayed during the scheduling of the meeting to provide adequate notice and allow for time to secure equivalent council if desired by both sides.

Military Leave

A student called up for active duty or active service in a branch of the United States Armed Forces (Army, Air Force, Marines, Coast Guard, Space Force, National Guard or Reserve) in “times of national emergency.”

- Students will receive an excused absence from each class for a two (2) week annual training. Students must work with faculty to coordinate due dates for make-up assignments/exams to be completed no later than two (2) weeks of return. Preference is to turn in assignments and complete exams prior to the absence, if possible. A required military annual training will not affect a student’s standing in the program.
- Students absent over two (2) weeks and up to a year will receive a program deferment (in good standing). The student will be provided with admission preference into the next year’s cohort beginning with courses not completed. 1. Example--if withdrawn in the 4th semester of the program, student tuition will be returned (according to federal law) for that semester. Educational VA benefits will restart for a repeat of that 4th semester the following year. 2. Example--if returning before the 4th semester of the program, students may (and are advised to) audit courses that are previously taken again to be current with the material. Contact the SLCC Vet Services for tuition waiver opportunities for auditing.
- Students deployed over one (1) and up to two (2) years will receive a program withdrawal and be given admission preference into the next cohort but must begin with first-semester courses. Contact the SLCC Vet Services for tuition waiver opportunities.
- Students deployed over two (2) years will need to reapply to the program.

Jury Duty

Students will be allowed to miss classes with no penalty for verified jury duty. Students must work with faculty to coordinate due dates for make-up assignments/exams to be completed upon students' return. Preference is to turn in assignments and complete exams prior to the absence, if possible. Required jury duty will not affect a student’s standing in the program. Students are required to provide written evidence of Jury Duty.

Students with jury duty for two (2) weeks and up to a year will receive a program deferral (in good standing). The student will be provided with admission preference into the next year’s cohort beginning with courses not completed. Students may (and are advised to) audit courses that are previously taken again to be current with the material.

Students with jury duty for one (1) and up to two (2) years will receive a program withdrawal and be given admission preference into the next cohort but must begin with first-semester courses.

Students with jury duty over two (2) years will need to reapply to the program.

Fieldwork: Philosophy, Standards, and Procedures

Philosophy

In order to be prepared for future clinical experience and eventual employment during and following the academic portion of the program, the student must have meaningful contact with a wide variety of clientele across the lifespan and have an opportunity to practice professional behaviors.

Students will complete five fieldwork placements in accordance with the curriculum design. The placements are assigned by the Academic Fieldwork Coordinator (AFWC) who works in conjunction with the clinical sites, with the college, and with ACOTE (occupational therapy's accrediting body) to ensure policies and procedures are met. There are two types of fieldwork: Level I and Level II. In both Level I and Level II Fieldwork placement, the AFWC works in collaboration with the student and the clinical or community site to provide education, leadership, and mentorship.

Types of Fieldwork

Level I Fieldwork

Fieldwork Level I experience is a required component of the Occupational Therapy Assistant Program at Salt Lake Community College. The academic program offers practice and theory classes specific to the field of Occupational Therapy. The Fieldwork I experience will coincide with academic classes taught in specific practice areas such as physical dysfunction, pediatrics, and psychosocial/geriatrics.

The Fieldwork I experience is intended to provide an introduction to the setting of practice, roles occupational therapy personnel, and disabilities commonly referred to occupational therapy. This level of fieldwork should provide the student with an opportunity to develop skills such as observation, data gathering, analysis, and information reporting. Students should be expected to expand their professional behaviors and values. Hands-on experience may or may not be available depending on licensure, certification, and liability requirements at each site.

Fieldwork I time requirements per semester are targeted at 30 hours with some variation depending on the fieldwork site. The Fieldwork I must be passed and completed by the end of each semester unless other scheduling is arranged by the AFWC.

Level II Fieldwork

Fieldwork Level II experiences are completed in the fourth semester of the OTA Program. SLCC structures Level II fieldwork placements in two different settings for a full-time schedule as determined by the fieldwork site. Each placement will be for eight weeks for a sum of 16 weeks. According to the ACOTE, a student in an OTA program can complete Level II Fieldwork experience in a minimum of one setting if it is reflective of more than one practice area, or in a maximum of three different settings. Per guidelines, students are required to complete a minimum of 16 weeks' full-time Level II Fieldwork. Extenuating circumstances may necessitate completing Level II Fieldwork on a part-time basis as long as it is at least 50% of a full-time employee at that site. Students should talk with the Academic Fieldwork Coordinator to discuss options.

These experiences are designed to allow the students to practice and refine the skills they have learned in the didactic portion of the program. These fieldwork placements give the student the hands-on experience needed to be a practitioner. A site visit will take place to local area sites by an OTA faculty with communication with the AFWC as to fieldwork successes and concerns. The site visit includes time

with the fieldwork educator and student to discuss progress and areas of concern. Students will also share their experiences with their classmates and instructors via an asynchronous discussion via Canvas.

Fieldwork Placements

How Fieldwork Sites are Chosen

- The site must be committed to the education of Occupational Therapy Assistants.
- The site must have qualified personnel who can serve as fieldwork educators. Fieldwork educators must have at least one year of experience for Level II Fieldwork.
- The site must be able to provide the student with a well-rounded education with a variety of patient/client diagnoses and occupational therapy service needs.
- The site must be able to provide current accreditation/certification status.
- A current mutual agreement/contract must be signed by the fieldwork site, its agents, and the Salt Lake Community College and updated in accordance with ACOTE standards.
- Fieldwork sites are visited, reviewed, and approved by OTA Program faculty.

How Fieldwork Placements are Made

- Assignments are made by the AFWC in conjunction with recommendations made by other faculty.
- The determination will be based on the availability of the fieldwork site, the requirements of the fieldwork site, and the student's needs. The student and AFWC may need to arrange sites out of town. The AFWC will attempt to make reasonable accommodations for individual students' needs.
- If a student has special requests for placement, the request must be made in writing and discussed with the AFWC with sufficient advance notice to the beginning of placement.

Fieldwork Standards

Policies Related to All Fieldwork Placements

- Students will be placed at a fieldwork site by the AFWC after the student provides up-to-date verification of immunizations, healthcare certifications, and criminal background check clearance* are received.
 - Students with a positive Criminal Background check may not be able to participate in a fieldwork rotation. Students with a criminal background should email the Health Professions Associate Dean and Academic Fieldwork Coordinator to discuss options before starting the program.
 - Criminal Background Check is verified by the Division of Health Professions. The AFWC does not have access to the Criminal Background Check and does not receive a copy.
 - Even though a Criminal Background Check is done through the college, individual fieldwork sites may also complete their own Criminal Background Check and may be at the student's expense.
- Students must remain current with all compliance standards as listed in Complio.
- Students are not allowed to trade fieldwork assignments.
- Students will not be allowed a fieldwork assignment at a facility where they currently or have previously worked, volunteered, or spent a significant amount of time which would impact the objective student experience.

- Students will not be allowed a fieldwork assignment at a facility in which they are receiving a stipend, have interviewed, or are being considered for personnel future employment.
- Students will not be placed in a site where they have had a personal experience with that facility, such as treatment for themselves or a family member, or completed another fieldwork experience.
- Students will not arrange their own fieldwork site. Students may provide the AFWC with names and contact information of sites in which they have an interest.
- Fieldwork sites may require travel and temporary relocation. This will be at the student's expense. Students unable to travel must discuss their special needs with the AFWC before placements are assigned.
- Out of area fieldwork opportunities can be requested by students. Students in good standing with the program will be asked to work with faculty to find suitable sites so that a contract can be obtained prior to placement. Up to one year's advance notice is recommended.

Academic Fieldwork Coordinator Responsibilities

- Notify the student who is out of compliance in Complio.
- Mentor the student to become compliant with immunizations/certifications.
- Contact sites requesting acceptance of a student for the clinical/fieldwork if the student is required to be cleared by the Division office.
- Refer the student to the Division if any additional paperwork or review is required.
- Assure no student is placed at a clinical/fieldwork site until full compliance is met or the student is cleared through the Division office.
- Remove students from clinical/fieldwork if they become non-compliant.

Common Reasons for Noncompliance

- Paperwork has not been uploaded or uploaded into the wrong area.
- Dates not entered for each entry.
- Overdue dates for annual immunizations/certifications
- Not completing paperwork with the Division office.

What To Do If You Are Showing Noncompliant in Complio

- Contact the academic fieldwork coordinator immediately.
- Non-compliance may trigger a consequence as set by each program. Students unable to complete clinical/fieldwork experiences cannot progress in curricular sequence. Lateness in completing responsibilities for immunizations/certifications (as listed above) may trigger loss of a clinical/fieldwork site resulting in student dismissal from the program for lacking expected.

Fieldwork Procedures

Student Responsibilities

- Students will provide the Academic Fieldwork Coordinator (AFWC) with their contact information when requested. The student will update the AFWC if contact information changes.
- Students will be given information in writing by the AFWC about their fieldwork placement two-three weeks before fieldwork starts outside of extenuating circumstances.

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- Students will call/email to confirm the placement for their fieldwork experience, dates, times, dress code, etc. within 48 hours of notification from AFWC for both Level I and Level II placements.
- Students will keep immunization records and Health Provider Certifications (CPR and First Aid) current and will be prepared to share a copy to the fieldwork site, as necessary.
- All students will be prepared to deal with cardio-pulmonary and other emergency situations during fieldwork experiences.

Procedures

Students will submit all required immunizations and certifications to Complio in compliance with the requirements of the OTA Program. Students will adhere to timelines set forth by the AFWC. Students are not permitted to start a fieldwork rotation until all immunization and certification requirements are uploaded to Complio showing compliance.

- Students will ask fieldwork sites if they require paperwork PRIOR to the first day. The consequences of not keeping immunizations current or not adhering to the fieldwork sites paperwork policies can result in a delay of fieldwork. Other consequences will be taken on a case-by-case basis. This documentation could include:
 - CPR/First Aid Certification
 - Immunizations
 - Background check
 - Personal data form
- Students will fulfill all duties and assignments made by the fieldwork educator and AFWC within the assigned date and time limit specified. Exemptions may be made in exceptional circumstances.
- Students should present their community-engaged learning assignments in sufficient time so that it can be implemented during the fieldwork rotation and the student can see the result of their service.
- Student absences are not allowed from fieldwork. Absences from fieldwork responsibilities should not occur except under the most "severe" circumstances. Fieldwork absences must be made up before the student can register for the next fieldwork class. The student cannot advance in the program if fieldwork is not completed in accordance with the curriculum design.
- Students who demonstrate significant unsafe or unprofessional behavior during a fieldwork placement may be placed on probation, fail the placement, and/or dismissed from the program.
- If students would like a copy of their fieldwork evaluation, they should request this from the facility. The OTA Program will not provide fieldwork evaluation copies for the students.
- Students with needs for special accommodations for fieldwork must sign a release authorizing faculty to discuss the need for special accommodations with the fieldwork site and/or fieldwork educator. The need for special accommodations or the identification of a disability cannot be used as an excuse for a low grade or failing status. Accommodations will be reviewed when need is disclosed prior to fieldwork being started. Accommodations cannot be applied retroactively.

Student Responsibilities Related to Level II Fieldwork

Students must complete the fourth-semester Fieldwork II experiences within twelve months of completion of the Occupational Therapy Assistant academic coursework. Failure to complete Fieldwork II

within twelve months will result in being ineligible to receive a grade for the course and will not be able to graduate with an Associate of Applied Science degree from the Occupational Therapy Assistant department at the SLCC.

- Students will contact the fieldwork educator/site three weeks prior to the start date to complete all requirements of the site. This may include a student questionnaire, learning profiles, applications, forms, criminal background check, additional immunizations, and/or an interview.
- Students assume total responsibility for the procurement of housing and board while on fieldwork. It is suggested that each student begin to investigate housing arrangements as soon as possible before or shortly after receiving final confirmation of fieldwork placement. Any agreement made with field work centers for housing is also an agreement to abide by the respective rules of the housing facilities. Any infraction of the agreement could lead to grounds for dismissal from the fieldwork experience.
- Students are required to be present at the fieldwork center on regular working days unless there is an extreme emergency (see excused absence policy). Each Fieldwork Level II is a full-time, consecutive eight-week clinical experience that should not be interrupted. Personal trips or vacation time taken by the student during a fieldwork placement will not be permitted and will result in probationary status.
- Any absence must be called in by the student and approved by the fieldwork educator, or the fieldwork site has grounds for student dismissal. Each absence must also be reported to the AFWC. Any absence over two (2) days per rotation must be made up before a grade can be assigned and before another fieldwork experience begins.
- Each student is responsible for maintaining communication with their fieldwork educator regarding their performance throughout the Fieldwork II experience.
- A student must show continued improvement towards sufficient entry-level criteria at the end of the 8-week period as determined by criterion within the AOTA Final Fieldwork Evaluation Form. Even if a student is passing at midterm, without continued improvement though to the end of the experience, the student may fail the fieldwork experience. The student, fieldwork educator, and AFWC will then meet and discuss options, which may include:
 - The fieldwork educator and AFWC determine the student is not appropriate for the occupational therapy profession, resulting in a failure of the fieldwork experience and excusal from the program.
 - If additional time is deemed necessary and appropriate, the fieldwork placement may be extended as the fieldwork educator/fieldwork site is able and willing with approval from the AFWC. The student, fieldwork educator, and AFWC will discuss an action plan with achievable goals for the student prior to extension.
 - In the case that the fieldwork educator is unable or unwilling to extend the fieldwork placement, and it is determined the student is still appropriate for the occupational therapy profession, the AFWC will coordinate with the student to complete one additional 8-week fieldwork placement in a similar fieldwork placement. This must be completed within a 12-month period for a maximum of three Level II fieldwork settings as per ACOTE standards.
- Each student is responsible to communicate to the AFWC if problems exist at the fieldwork site or if there is a concern. If this occurs a conference between the student, fieldwork educator, and academic fieldwork coordinator will take place to see if the problem can be resolved. In the

event that problems that cannot be resolved, the Academic Fieldwork Coordinator, Program Coordinator, and Associate Dean will decide next steps based on SLCC, Health Sciences, and departmental guidelines and policy.

Student Health Insurance Policy

Any students living in housing provided by the fieldwork center during Fieldwork II must carry personal health insurance. Some fieldwork sites require that the fieldwork student carry personal medical/health insurance. Students who are uninsured must report this to the AFWC before placement is made. Proof of insurance must be submitted to the AFWC one week prior to placement.

Accidents/Incident Reports

All accidents that occur while on a clinical assignment involving patients, clinic personnel, personal injury, and/or damage to equipment must be immediately reported to the supervisor and/or clinical coordinator. Documentation of the incident will be completed in accordance with institutional policy.

The risk of injury or exposure to body fluids is an inherent risk in the healthcare profession. Healthcare workers however can limit and decrease the risks by following facility guidelines for use of personal protective equipment (PPE) and through quick action when a significant exposure occurs. Clinical is defined as “a required period of supervised practice off-campus.” If students experience a significant injury or exposure, they must immediately notify their clinical supervisor. The clinical faculty will notify employee health or risk management. The clinical faculty will direct students to the appropriate care facility.

Confidentiality

Students are expected to follow all HIPAA, HITECH, FERPA, and all relevant privacy laws. Students will receive education and training on privacy laws within the program and fieldwork sites. Students are expected to keep in confidence all information concerning patients, including, but not limited to: Patient personal information, details of illness, treatment, progress, diagnostic studies, and personal life. This information is not to be discussed with anyone but duly authorized persons of the healthcare team participating in the patient's care. Information is never to be shared outside these conditions. Failure to observe this basic principle of medical ethics is cause for immediate dismissal from the program.