

GROSSMONT COLLEGE
OCCUPATIONAL THERAPY
ASSISTANT PROGRAM

FACILITY HANDBOOK

Spring 2026



OCCUPATIONAL THERAPY:
FUNCTION FOR LIFE®

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Occupational Therapy Assistant Program
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OTA Program Fieldwork Information

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Guidelines for Level II Fieldwork

Fieldwork Participants Roles And Responsibilities

For a successful fieldwork experience for all concerned, a mutual understanding of responsibilities is encouraged. The following are recognized roles and responsibilities involved in the fieldwork experiences; the term/titles are the currently accepted terminology used by the Commission on Education.

Fieldwork Educator

Each individual responsible for student training in the fieldwork placement is considered a fieldwork educator. Fieldwork educators may also be known as clinical educators, fieldwork supervisors, clinical supervisors or student educators.

The direct day-to-day supervisory responsibilities of the fieldwork educator include, but are not limited to the following:

- o Provide an adequate orientation to the facility and to specific departmental policies and procedures
- o Supervise the provision of occupational therapy services, documentation, and oral reporting of the student
- o Assess the skill and knowledge level of the student
- o Meet with the student regularly to review performance and provide guidance ensuring that regular student supervision is occurring
- o Assign patients and clients to the student
- o Notify, in writing, the student, fieldwork educators, and academic fieldwork coordinator in the event of any problems with students that might require remediation plan or extension, including safety concerns or injury.
- o Identify the mission, vision, and curriculum of the OTA Program using the Curriculum Design Worksheet to be collected by the academic fieldwork coordinator
- o Collaborate with the academic fieldwork coordinator and student to schedule site visits
- o Evaluate the student at the midterm and final of the fieldwork experience using the fieldwork evaluation form
 - A copy of the signed evaluation form shall be emailed to the OTA student
- o Ensure students are meeting the organizational/facility requirements for health, immunization, safety, injury and confidentiality paperwork.
- o Collaborate with the Academic Fieldwork Coordinator to create and share site specific objectives that support the curricular model of the OTA Program

When To Reach Out To The OTA Program: (some examples but better to contact us early if you have a concern)

1. Early warning signs are important – the earlier we are alerted to an issue, the earlier we can provide support and alternatives to students and sites.
2. Safety – Anything that leads to a safety issue is important to document and notify the OTA Program of as soon as possible.
3. Timeliness – As soon as a timeliness issue, whether it is tardy, leaving early, or being late for scheduled activities, or poor management of time, please notify the OTA Program.

4. Preparedness – If a student is not prepared for the day or a treatment session because they did not prepare, note that and please notify the OTA Program.

How To Reach Out To The OTA Program:

1. If urgent - Email – best way to reach – joyce.fries@gcccd.edu or Mobile Phone: 619-792-3500
2. Least efficient – as this is the office phone - Telephone call – Joyce Fries – 619-644-7307
3. If not urgent but needs to be noted - Progress Review Form – student to upload online every other week. E-mail if issues arise in between progress reviews.

Documentation:

1. Please document the training provided.
2. Please document progress every other week with the [Progress Review Form](#) and for the student to submit.
3. Please document any additional meetings with specific issues discussed, expectations, resources provided, and a deadline.
4. If it is not documented, it did not happen....

[Web-Based Resources for Fieldwork Education](#)

Academic Fieldwork Coordinator

The academic fieldwork coordinator is the faculty member at the educational institution who is responsible for securing and monitoring the fieldwork experiences. They are also responsible for ensuring fieldwork educators are properly trained to provide fieldwork education.

The responsibilities of the academic fieldwork coordinator include, but are not limited to, the following:

- Assign eligible students to fieldwork experience and confirming the assignment in writing to each fieldwork educator
- Ensure that all written contracts or letters of agreement between the educational institution and fieldwork placement are signed and periodically reviewed
- Make regular contacts with each fieldwork placement where students are located.
- Maintain a current information file on each fieldwork placement where students are located; file should include fieldwork data form, overall statement of philosophy of treatment and site specific fieldwork objectives related to items on the *Fieldwork Performance Evaluation for the Occupational Therapy Assistant* (FWPE-OTA)
- Identify new sites for fieldwork placement
- Orient students to the general purposes of fieldwork experience and providing them necessary forms
- Reassign students who do not complete original fieldwork assignments in accordance with the educational institution's policies
- Manage midterm and final Fieldwork Performance Evaluations (FWPE) completed by students and fieldwork educators in a web portal. Save final versions in each student's school file
- Participate in SD Nursing & Allied Health Consortium
- Develop fieldwork experience programs that provide the best opportunity for the implementation of theoretical concepts offered as part of the didactic curriculum
- Maintain a collaborative relationship with fieldwork educators and site education coordinators

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- Send the necessary information and forms for each student and the fieldwork educator as stated in the ACOTE Standards. These may include the review of FW Agreement Form and agreement for FW II objectives. Fieldwork educators may also be known as clinical educators, or student educators.

Student

The student is the learner who is enrolled in a course of study at an educational institution leading to a degree or certificate in occupational therapy. The student is expected to collaborate with the fieldwork educator and the academic fieldwork coordinator throughout the fieldwork experience.

The student is responsible for the following:

- Complete a student profile in Complio/DISA with all necessary vaccinations, training, and other requirements for admission into the OTA program.
- Comply with all policies and procedures of the fieldwork placement site and the student handbook.
- Fulfill all duties and assignments made by the fieldwork educator and academic fieldwork coordinator, unless exempted, within the time limit specified
- Notify the fieldwork placement and educational program of current address and telephone.
- Complete and the student's evaluation of the fieldwork experience (SEFWE) at the conclusion of the rotation and email a copy to the fieldwork educator if requested
- Access forms via Canvas and share as needed with fieldwork educator
- Be an active participant in the supervisory process.
- In the event of any problem related to fieldwork evaluation, students will follow chain command at fieldwork placement, i.e. discuss problems with fieldwork educators and/or academic fieldwork coordinator and if not satisfied with resolution, contact academic program director.
- Demonstrate appropriate professional behavior during all fieldwork activities. This includes not fraternizing with fieldwork educator, employees of the facility, patients/clients or family members during work or after work hours.
- The student must collaborate with the Fieldwork Coordinator and the Fieldwork Supervisor.
- At least 1 contact with the Fieldwork Coordinator is mandatory during each fieldwork rotation. If the student is placed in a non-traditional site where there is no Occupational Therapist available, the program director, fieldwork coordinator, or adjunct faculty member will provide weekly onsite supervision.
- The student must adhere to the work schedule set forth by the facility, fieldwork educator and OTA Program.
- The student must fulfill all the duties and assignments set by the Fieldwork Coordinator and the Fieldwork Supervisor within the specified time frames.
- The student must be an active participant in the learning process by demonstrating changes based on feedback.
- The student must call (not text or email) the AFC and the program secretary PRIOR to the beginning of the shift in which she/he will be absent. Two or more absences will require a doctor's note and will be made up at the discretion of the fieldwork educator and/or fieldwork coordinator.

Finally, the student must be prepared to make mistakes! The supportive environment of the fieldwork site is meant to allow the student to take some risks. Mistakes allow students to reexamine and refine their learning and move to a higher level of understanding.

GROSSMONT COLLEGE
Occupational Therapy Assistant Program

Attendance Expectations for Fieldwork I and II

- Students are expected to attend all scheduled Fieldwork I and II dates—whether on campus, in clinical settings, or virtual—so that learning experiences can build consistently and safely.
- Arriving on time helps support clients, staff, and your own learning. If challenges with timeliness arise, please communicate as early as possible so we can partner with you in finding solutions.
Because tardiness can disrupt patient care and supervision, late arrivals generally cannot be accommodated during fieldwork.
- We understand that emergencies and unexpected situations may occur. If you experience a documented emergency that interferes with attendance, and appropriate make-up opportunities will be provided as available
- Please notify both your onsite fieldwork educator and the academic fieldwork coordinator you are aware that you may be absent or late.
- If you begin to experience symptoms of illness, or become aware of an emergency that may affect your attendance, contact your fieldwork educator and academic fieldwork coordinator right away using the correct communication method so we can support your safety and continuity of learning.
- Absences must be related to documented emergencies, and while we will do our best to assist with make-up opportunities, make-up hours cannot always be guaranteed.
- Absences due to medical reasons will require a physician's release before returning to fieldwork, in alignment with the OTA Health and Safety Policies.
- Students are expected to follow the OTA Dress Code and wear the OTA Program uniform unless the fieldwork site requests an alternative.
- Because consistent participation is essential for meeting clinical objectives, multiple or prolonged absences may impact your ability to successfully complete fieldwork, which could affect progression in the OTA Program. If you are concerned about your attendance, please reach out early so we can work together to explore options.
- Important reminder for health and safety: Students should not attend fieldwork while ill. Fieldwork educators have a responsibility to ensure safety for clients and staff and may ask a student to return home if symptoms are present. Make-up hours will be explored collaboratively with the Academic Fieldwork Coordinator, although availability cannot be guaranteed.

OTA 240 & OTA 241

For OTA 240 and OTA 241 experiences the student will complete a self-evaluation and share with the fieldwork educator. Then the student will receive a midterm evaluation from the clinical instructor. The purpose of the midterm is for feedback only and is not considered part of the final grade. The grades on OTA 240 and OTA 241 rotations will be on a credit/noncredit basis. In order to receive credit, the student needs to achieve a minimum of 91 points or more on the AOTA Fieldwork Evaluation, complete all assignments from clinical educator and fieldwork coordinator, complete all online assignments in Canvas and have no professional behavior or safety complaints noted by the FWE, FWC and PD. The final grade decision remains with the OTA 240/241 instructor who is the instructor of record.

Clinical Failure: Failing Grade for Level IIA and Level IIB Fieldwork

Background: The Grossmont College OTA Program and OTA clinical instructors have an academic, legal and ethical responsibility to protect the members of the public and the health care community from unsafe or unprofessional occupational therapy practices. Within this context, a student in the OTA Program may be dismissed from the program for practices that in the judgment of the faculty warrant such action.

A student is subject to a course failure in OTA 111, OTA 141, OTA 221, OTA 240, or 241 despite grades achieved at midterm or final.

Grounds for failure of fieldwork may include, but are not limited to, the following circumstances when performance concerns persist despite feedback, reasonable support, and/or required remediation, and when such concerns impact client safety, professional practice, or successful achievement of fieldwork learning outcomes consistent with ACOTE 2023 standards:

1. **Safety and Well-Being**

Difficulty consistently demonstrating behaviors necessary to support one's own well-being and the physical, emotional, and psychological safety of clients, peers, faculty, or staff within the fieldwork environment, as required by ACOTE standards related to safe and effective practice.

2. **Ethical, Legal, and Professional Responsibilities**

Failure to uphold professional, legal, or ethical standards of occupational therapy practice, including honesty, confidentiality, academic integrity, and compliance with institutional, site, and regulatory requirements, consistent with ACOTE expectations for ethical conduct.

3. **Supervision and Scope of Practice**

Engaging in clinical activities without appropriate orientation, preparation, or required supervision, or outside the OTA role, contrary to ACOTE standards addressing supervision, role delineation, and safe service delivery.

4. **Client Safety Risks**

Actions or omissions that place a client or others at actual or potential risk of harm, reflecting an inability to meet ACOTE standards related to client-centered, safe, and responsible occupational therapy practice.

5. **Clinical Readiness and Skill Performance**

Inadequate preparation for participation in clinical activities, including difficulty demonstrating the communication, cognitive, or psychomotor skills necessary to carry out occupational therapy interventions

safely and effectively, despite guidance and opportunities for skill development, as required by ACOTE competency standards.

6. Professional Behaviors

Behaviors that do not align with professional expectations outlined in the Developing Professional Behavior Through Fieldwork section and the Professional Behavior Evaluation Guide, consistent with ACOTE standards emphasizing professional conduct, communication, and collaboration.

7. Timely Completion of Academic Responsibilities (Campus-Based)

Failure to submit required clinical documentation and/or campus-based assignments by established deadlines, impacting the program's ability to assess student progress in accordance with ACOTE evaluation requirements.

8. Timely Completion of Fieldwork Site Responsibilities

Failure to submit required site-based assignments or documentation by established deadlines, as required for successful completion of fieldwork objectives and ACOTE documentation standards.

9. Communication with the Academic Fieldwork Coordinator

Failure to complete and submit required assignments or documentation (online or paper) to the Academic Fieldwork Coordinator in a timely manner, limiting oversight and support as required by ACOTE fieldwork administration standards.

10. Injury Reporting

Failure to report an injury to the college and fieldwork site supervisor in a timely manner, which may compromise student safety and compliance with institutional and ACOTE safety expectations.

11. Adherence to Program and Site Policies

Difficulty adhering to attendance, punctuality, dress code, and other program or site expectations outlined in the OTA Student Handbook, which are necessary for professional readiness and compliance with ACOTE standards.

12. Remediation Engagement

Failure to participate in or complete a required remediation plan developed to support student success and progression in fieldwork, consistent with ACOTE standards emphasizing formative feedback, remediation, and competency-based outcomes.

Any student who decides to terminate a fieldwork placement on his/her own after notifying and/or meeting with the program coordinator or AFWC will be considered to have voluntarily withdrawn from the program and will be terminated from the program. No program re-entry will be granted.

Any student who refuses placement in a planned fieldwork experience will be considered to have voluntarily withdrawn from the program and will be terminated from the program. No program re-entry will be granted. No further fieldwork placement activities will be offered, and the student will not graduate.

Illness/Extended Illness/Post Surgery/Pregnancy

Pregnancy Policy – The pregnant student may remain active in the OTA Program and is not required to disclose pregnancy if not requiring accommodations. The student must meet all the course and program objectives. If a student decides to not disclose pregnancy and/or accommodation requirements, **it is advised that the student educate themselves on the strategies to protect pregnant healthcare workers through research and online resources.**

Post-Surgery/Extended Illness Policy – Including Flu-Like Symptoms

1. The student must submit a written physician's or primary care provider's clearance to the OTA Program Director and a copy to the clinical instructor if applicable.
2. The student must be able to meet the classroom, lab and fieldwork objectives to remain in good standing in the OTA Program. The OTA Program Director and teaching team, with student input, will determine whether imposed medical restrictions allow accomplishment of classroom, lab and fieldwork objectives.
3. The Attendance policy of the program will apply unless judged inappropriate to the individual case by OTA Program Director and teaching team review.

ALL STUDENTS ARE REQUIRED PROVIDE PERMISSION TO RETURN FROM THE PHYSICIAN PRIOR TO RETURNING TO THE OTA PROGRAM if they are under a physician's care. .

****CLINICAL FIELDWORK SITES MAKE THE FINAL DECISION REGARDING ALL FIELDWORK PLACEMENTS AND RE-ENTRY AFTER INJURY, ILLNESS AND MATTERS RELATED TO PREGNANCY IF DISCLOSED****

**Students Injured In the Fieldwork Site Use the form linked here:
[Report of Accident/Injury/Illness/Incident Form](#)**

****Please indicate clinical student instead of employee****

Students must immediately report any and all injuries to their clinical instructor and follow up with OTA Program Director Holly.Reed@gcccd.edu

A copy of all forms must be submitted to the OTA Program office within 48 hours of injury/illness/exposure with originals being submitted to the Benefits Office within 48 hours.

After assessing the student's needs, you, the student, and the facility can determine if it is an emergency and should be treated at the hospital site immediately or can be sent to a participating Anthem facility for treatment. [ANTHEM PROVIDER LIST](#) - Also available on OTA web page under student forms.

- In all cases provide the student with the *HIPAA Individual Authorization* form.
 - o Student completes;
 - **top portion with student information** on both sides of the form
 - **last box of part B**, if applicable
 - **signatures** at the bottom of both sides of the form

If the site requests the student to be treated where the incident occurred and the student agrees, the student should complete the *HIPAA Individual Authorization* form when able to do so and then contact the toll free number for Anthem at 1-866-811-7946 (reference the SAIN Program). The representative will be able to help them with any further steps for insurance purposes. Faculty can also complete the top student information portion if the student is unable to do so and fax it to Anthem so that our insurance company is aware of the situation and can help them further.

If the student is not seen at the hospital where they are currently in their clinical rotation, they will go to one of the participating Anthem facilities with the HIPAA Individual Authorization form and submit it to the facility upon arrival.

Please note that student insurance is a *secondary insurance* to their own. They will be required to provide proof of personal insurance in all cases and may opt to receive care within their personal insurance network. Even if personal insurance is used, a claim form should still be submitted as it may cover costs that their personal insurance does not cover. If the student does not have personal insurance, then this plan would cover them for this incident with a \$50 deductible.

Any accident, injury or illness must also be reported to the Program Fieldwork Coordinator as soon as possible. Please contact Joyce Fries at 619-644-7307 and e-mail. If the program fieldwork coordinator cannot be reached, please contact the health professions specialist at 619-644-7149, Administrative Assistant in the Dean's office or your lead clinical course instructor.

Submit the following form in person to the Health Professions Office in Bldg 34, office #256 or email to: grossmont.ota@gcccd.edu and cc program director holly.reed@gcccd.edu *within 2 business days*. If you have any questions, please call 619-644-7149 or your Program Coordinator.

HIPAA INDIVIDUAL AUTHORIZATION - ANTHEM – FOUND ON THE OTA WEB PAGE UNDER STUDENT FORMS

Accommodations for Students with Disabilities:

Grossmont College is committed to establishing and maintaining a learning environment that is supportive of diverse perspectives as a foundation in the education of all students. The OTA Program challenges diverse students to develop sound clinical judgment and reasoning skills in a trusting and caring learning environment that fosters personal growth. To this extent, students with disabilities are encouraged to make an appointment with the counselors at the Accessibility Resources Center (ARC) and to take advantage of all resources on campus to help them be successful.

SECTION 504:

Section 504 is a federal law designed to protect the rights of individuals with disabilities in programs and activities that receive Federal financial assistance from the U.S. Department of Education (ED). Section 504 provides: "No otherwise qualified individual with a disability in the United States . . . shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance" (US Department of Education).

- Students with documented accommodations from Grossmont College ARC offices will be provided reasonable accommodations as deemed necessary to assist the students in their learning.
- Any student who has been assessed by ARC and received recommendations for accommodations related to their academic or clinical performance requirements should contact the faculty of record to discuss any concerns and plans for reasonable accommodations.
- The AFC is prohibited by law ([FERPA](#)) from informing fieldwork educators about students receiving accommodations
- Students should not expect to receive any form of accommodation without documented recommendations for accommodation from Grossmont College ARC offices.
- Students who have been assessed by ARC and given recommendations for accommodations to record lectures in the academic setting, will be asked to sign a waiver by the counselor in ARC. After verification of students' signatures is obtained, students will be permitted to record the lecture class.
- In some classes, faculty may opt to use voice over PowerPoint, or pre-recorded lectures which will be used in lieu of the student recording the class.
- All mandates of the waiver will be followed, and in the event that any one of the mandates of the waiver are violated, this may be cause for dismissal from the program

Students are expected to meet all of the clinical objectives and requirements of the program. Students wishing accommodations in clinical sites will be required to provide written authorization to release accommodation requirements to the clinical site for consideration. If a clinical site refuses a student due to waivers, legal issues or physical examination issues, the OTA Program will make one additional attempt to secure an alternate placement for the student based on site availability. Sites are secured well in advance of the semester they are held. Clinical experiences are necessary to graduate. The clinical site has the final word on all clinical placements.

The student must realize that an academic accommodation may not be the same as a workplace accommodation. Workplace accommodation information can be found at: <http://askjan.org/> and the [Department of Rehabilitation](#).

Contact NBCOT at the following website for [accommodation options for the national examination](#):

All persons with disabilities are covered under the ADA/ Federal Civil Rights Laws in all settings.

To receive accommodations the student must first either disclose the need for accommodations and then be advised by you to begin the process with Grossmont College OTA Program Academic Fieldwork Coordinator and then the student must decide to disclose and request the accommodations required in order to receive them from the clinical site. OR

If the student already has accommodation recommendations, they must choose to disclose and request the accommodations required for consideration from the clinical site.

Students can choose to not disclose needs or request accommodations. Students can also choose to disclose and/or request at any time.

All settings are required to make reasonable accommodations for all persons who go through the accommodation process and submit a formal request for accommodations. The accommodations must not be fundamental alterations to the nature of the services provided.

Level I And II Fieldwork Descriptions

OTA 111, 141 & 221: Experience enriches classroom and laboratory learning through directed observation and participation in selected aspects of the occupational therapy process. A variety of clinical occupational therapy settings are introduced through experiential learning, including onsite visits for structured observation. Settings are equipped to provide application of principles learned in the academic program and appropriate to the learning needs of the student. These experiences mirror the specific practice areas being taught in the classroom during that semester. Papers and projects are assigned in the classroom during this fieldwork. Evaluation of student performance is included. Documentation of clinical observations and verbal reporting to peers is emphasized. Qualified personnel for supervised Level I Fieldwork include, but are not limited to; OT practitioners, psychologists, physician assistants, teachers, social workers, nurses, and physical therapists. Level I fieldwork experiences are each required to be completed with a passing grade and do not count toward fieldwork II experiences.

OTA 240 and 241 consists of two 10-week full-time fieldwork experiences. Fieldwork Level II Experience under the direct supervision of a credentialed occupational therapist or a credentialed occupational therapy assistant with the student assisting in all phases of practice. Level II fieldwork must be successfully completed for the student to be eligible to sit for the national OTA certification examination. Level II fieldwork is scheduled during the Spring Semester of the second year and involves full-time on-the-job training. All OTA and GE courses must be successfully completed before a student can begin the Level II experience. Level I fieldwork experience hours will not be counted toward any part of level II fieldwork. Areas of practice available for fieldwork placement include: physical dysfunction, mental health, pediatrics, geriatrics, rehabilitation, community based programming and developmental disabilities. Settings for placement might include traditional and/or emerging practice areas. The Fieldwork Level II placement is a collaborative process between student and fieldwork coordinator. The process of fieldwork placement begins before or during the Fall Semester when students discuss initial plans and placement goals with the Fieldwork Coordinator. All fieldwork must be completed within 18 months of the academic preparation (core OTA courses).

Level I Fieldwork Outcomes

Each Level I fieldwork experience builds on prior didactic and fieldwork experiences.

The first Level I experience provides the opportunity for exploration through observation, reflection and participation. Each succeeding experience provides opportunities to develop additional competencies.

The student will demonstrate:

- a. An understanding of the scope and purpose of Occupational Therapy in a variety of practice settings.
- b. An understanding of the role of the OTA in different settings and the potential for OT in nontraditional settings.
- c. Reliable work habits of timeliness, appropriate hygiene and dress, task completion, attention to detail and safety of patients and others in the work environment.
- d. Initiative and motivation; seeks out learning opportunities/interactions with supervisor/others.
- e. Ability to recognize/handle personal/professional frustrations; balance personal/professional obligations; handle responsibilities; work with others cooperatively, considerately, effectively; responsiveness to social cues.
- f. Ability to give, receive, and respond to feedback; seek guidance when necessary; follow proper channels.
- g. Communicate verbally and in writing in a clear, concise and professional manner.
- h. Employ communication skills reflecting respect for patient's privacy, with consideration given to cultural implications.
- i. Utilize medical and occupational therapy terminology correctly in written and oral communication.
- j. Ability to complete written assignments for each experience utilizing correct grammar, terminology and spelling.
- k. Interact appropriately with individuals such as eye contact, empathy, limit setting, respectfulness, use of authority, etc.; degree/quality of verbal interactions; use of body language and non-verbal communication.

- l. An understanding of the Occupational Therapy treatment process including evaluation, individual and group treatments, reassessment and discharge according to the fieldwork site.
- m. Ability to use self-reflection, willingness to ask questions; ability to analyze, synthesize and interpret information; understand the OT process.
- n. An understanding of how self is used as a therapeutic tool.
- o. Identify therapeutic activities that promote function and facilitate client recovery.

[Student Evaluation OTA 111](#) [Student Evaluation OTA 141](#) [Student Evaluation OTA 221](#)

Level II Fieldwork Outcomes

Achievement in level II fieldwork experiences builds on the foundation competencies attained in level I. Clinical competencies are expanded as new skills are learned and applied. There is an emphasis on clinical reasoning and decision making within a team-oriented environment.

The student will:

- Demonstrate ability to collect data on patient performance in daily living activities of work, rest, play/leisure and medical management.
- Interview to obtain general information regarding history and independent living skills of the patient.
- Observe the patient to collect data on patient performance in daily living activities and document observations appropriately.
- Administer structured assessments at the discretion of the occupational therapist to evaluate various components of occupational role behavior.
- Summarize and describe results of the evaluations administered.
- Contribute to the identifications of short- and long-term goals and recommendations for the occupational therapy program.
- Record/report evaluation and treatment data.
- Collaborate with supervisor, other health care professionals, patients and their caregivers to individualize treatment programs to accommodate and capitalize upon each patient's personal development and culture.
- Discuss, select and sequence activities for the total occupational therapy program including a home program.
- Attend meetings/conferences with team members to help coordinate the occupational therapy program and present information as necessary.
- Implement an occupational therapy program as determined through the planning process.
- Engage the patient's participation in purposeful activities to develop/improve/maintain skills to support occupational performance.
- Instruct patient/family/staff in use of activities, techniques, adaptive equipment and assistive devices.
- Identify, fabricate or modify adaptive equipment necessary to effectively meet treatment objectives as directed.
- Adapt or structure home or other discharge environment to facilitate desired performance.
- Monitor and discuss patient performance with patient/family/staff and interdisciplinary team.

- Assist in determining the need for change or termination of the occupational therapy program.
- Comply with legal responsibilities, professional ethics, school policies, rules and regulations that affect clinical fieldwork performance.
- Demonstrate awareness of administrative and practical requirements for practice in the occupational therapy treatment setting.
- Differentiate between physical, psychosocial, cultural, social and contextual factors influencing patient/family compliance with treatment plan and recommend modifications to improve compliance.
- Prioritize treatment options to implement most critical intervention strategies first.
- Comply with all documentation requirements of the facility in a timely and efficient manner.
- Demonstrate values, attitudes, and behaviors that represent patient advocacy.
- Maintain equipment and supplies in good order.
- Comply with all documentation requirements of the facility in a timely and efficient manner.
- Demonstrate values, attitudes, and behaviors that represent patient advocacy.
- Develop and present case study in both oral and written format per site requirements.
- Create and leave an occupation-based project based on needs of the site and with approval from AFC and site coordinator
- Develop time management skills to meet the facility's productivity guidelines for an entry-level practitioner.

Developing Professional Behaviors Through Fieldwork

The purpose of fieldwork is to allow students the opportunity to integrate the knowledge acquired through their academic preparation with the practice of clinical skills, progressing through the levels of responsibility. As a result of the academic preparation, OTA students have the knowledge and skills for entry-level practice. The last stage in preparing for a career as a clinician is the practice of skills in a structured, supportive setting to develop appropriate professional behaviors. The structure of the fieldwork experiences varies by facility. The student may be the only student on site, may be paired with another student, or be part of a student group. The supervision provided may be with one or more OTs or OTAs, or other professionals in a related field.

Level I experience is acquired in conjunction with specific OTA courses. Its objectives are to apply observation skills, data gathering methods, task analysis skills and “hands on” techniques as appropriate. The student will learn and practice written and verbal communication and professional behaviors and have individual and group participation with patients/clients.

The emphasis of level II fieldwork, which is initiated upon the completion of all academic coursework, is on the application of knowledge and the provision of Occupational Therapy service. There is opportunity to expand clinical competencies, develop clinical reasoning, and model professionalism.

At both levels of fieldwork, the student should maximize the opportunity to grow as a professional, practicing the variety of skills that this requires.

Developing good communication skills, both oral and written, includes sharing information, offering and receiving feedback, and practicing interpersonal skills with patient/clients and staff.

- The student must learn to be accountable knowing when and how to ask for help, developing time management skills and taking responsibility for actions and decisions.
- Due to the nature of healthcare environments, students must be adaptable.
- They must understand their role and how it fits with the rest of the healthcare team.
- An understanding Occupational Therapy Code of Ethics must be achieved and put into practice.
- Students should be preparing themselves to be lifelong learners, identifying community resources and taking advantage of local associations.
- Students should be mentored towards advocating for the profession.
- Students are also introduced to clinical research, learning to evaluate clinical practice to show the validity of Occupational Therapy services.
- The ability to refine the practice and quantify the outcomes to show the effectiveness of Occupational Therapy is critical for the future of the profession.

When to contact the Academic Fieldwork Coordinator (AFC). Students are excited and anxious about Level II Fieldwork. It is the final step in their educational journey that sometimes takes many years. If students are not safe or not meeting the weekly objectives it's time to contact the AFC. The best method to contact is via email joyce.fries@gcccd.edu or mobile phone at 619-792-3500. Include your concerns and provide examples. Please be as specific as possible. The student, fieldwork educator, and the AFC will meet to discuss the issues and if needed, generate a [Learning Contract](#). The learning contract will be created by the AFC following the meeting. The learning goals will be reviewed and agreed upon by all parties and a due date set. The AFC will communicate with the student and the fieldwork educator at regular intervals. This will assess progress toward goals, offer resources to the student, and provide support to the fieldwork educator as needed. Typically, students' progress and meet the learning contract goals. On rare occasions a continuance of the contract may be offered.

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Occupational Therapy Assistant Program Philosophy & Curriculum

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OTA Program Philosophy

All aspects of the program, including an electronic copy of this handbook, can be found on the [OTA website](#) through the [Grossmont College](#) webpage.

The Mission of Grossmont College:

Grossmont College serves the diverse population of our surrounding community and beyond by creating clear and accessible pathways to degrees and jobs leading to social and economic mobility for our students. We work collaboratively to cultivate an equitable student-centered learning environment, and we hold ourselves accountable for improving student outcomes through ongoing assessment, evaluation, and data-informed decision making. Grossmont College offers associate degrees; transfer preparation, including Associate Degrees for Transfer (ADTs); certificate programs; career education and workforce development.

Occupational Therapy Assistant Program Philosophy

Mission:

Our mission is to empower students with the knowledge, skills, and compassion necessary to become strong and well-rounded Occupational Therapy Assistants. Through comprehensive education, practical experience, and professional advocacy, we aim to cultivate competent professionals who enhance the quality of life for individuals across diverse populations and in all areas of practice.

Vision:

At Grossmont College, we envision an Occupational Therapy Assistant (OTA) Program that cultivates compassionate, skilled, and dedicated professionals who are equipped to empower individuals to lead fulfilling lives. Our program fosters a dynamic learning environment that integrates evidence-based practices, hands-on experiences, and interdisciplinary collaboration. Through rigorous academics, clinical training, and community engagement, we aim to develop competent and empathetic OTAs who are committed to promoting health, independence, and inclusion for people of all ages and abilities. By instilling a passion for lifelong learning and advocacy, our graduates will positively impact individuals, families, and communities, advancing the field of occupational therapy and enhancing quality of life for all.

Approach To Learning/Instruction

The primary goal of the occupational therapy assistant educational process is to produce competent general practitioners with a broad exposure to current, emerging, and nontraditional practice settings including 3D Technology, Low Vision Services, and a focus on homeless services. Competency is acquired through active exploration of the environment as behaviors are practiced to acquire skills. Learning is an active, interactive, and cooperative process as the individual builds' skills related to objects, people, and environment. Cooperative learning provides a method to structure the educational environment and facilitate interaction with others for skill development.

Diversity is critical for the occupational therapy assistant practicing in today's global environment. Diversity is a source of opportunity and knowledge. The appreciation for differences in potential, unique practice areas and in human beings will enrich the profession of occupational therapy and develop diverse and culturally competent graduates. Through cooperative learning, culturally diverse students and faculty help to create an environment where strategies can be learned through teaching others and collaborating with others to achieve mutual goals, thereby facilitating attainment of cultural humility and diversity. Appreciation of the rich mosaic of differences within the community fuels growth in the profession.

A multimedia approach to education is utilized, when possible, to accommodate variations in learning styles, and to provide an environment which stimulates, supports, and challenges the student. Emphasis is placed on

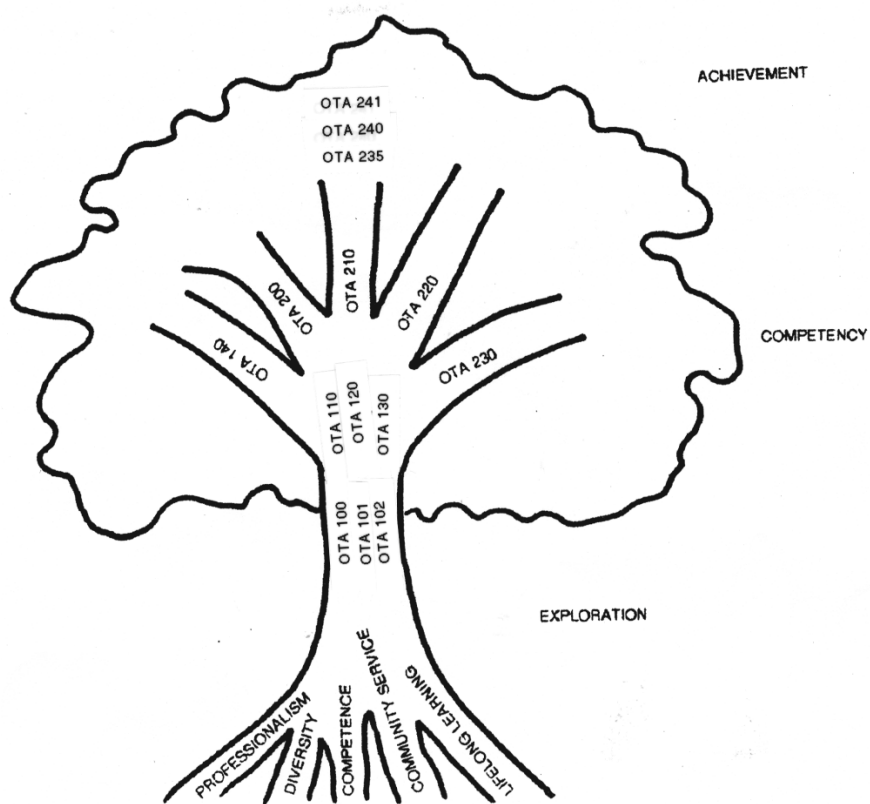
self-assessment, evaluation, and motivation throughout the student's progress through the program. It is expected that students assume responsibility for their learning and contact the appropriate faculty to access the academic resources designed to promote student success.

Occupational Therapy Assistant Program Objectives

1. Provide course work and Fieldwork Level II Experience leading to an Associate of Science Degree in Occupational Therapy Assistant that prepares students for the successful completion of the NBCOT certification examination and employment as COTAs.
2. Create a learning environment that is safe for exploration of personal and professional attitudes and behaviors and that values the uniqueness, dignity and rights of the individual.
3. Foster cultural sensitivity by incorporating culturally diverse material within the curriculum and modeling in the classroom.
4. Employ teaching methods that foster the occupational therapy philosophy of experiential learning and use of purposeful activity to facilitate adaptation and mediate dysfunction for all age groups, disabilities and occupational roles.
5. Prepare occupational therapy assistants to provide quality services in a wide variety of practice environments including uncharted areas of practice.
6. Collaborate with the occupational therapy community to develop Fieldwork Level II Experiences that prepare practitioners for meeting the practice needs of the community.
7. Provide continuing education programs to meet the retraining, technical advancement and career advancement needs of occupational therapy personnel.
8. Promote the field of occupational therapy at every possible opportunity.

Curriculum Design & Sequence

The Occupational Therapy Assistant Program curriculum design incorporates five themes woven into the curriculum and three levels of learning. The design reflects the college mission statement, OTA mission statement and the OTA philosophy. The curriculum design guides the placement of course content, sequence and the depth covered at each level. The content's location within the curiosity levels of learning and adaptation reinforces content that builds on itself. This gradual stacking of concepts from exploration to competency and ending with achievement promotes graduation of professional, competent, diverse, and service oriented lifelong learners.



Thread	Courses
Professionalism	OTA 100,110,111,140,141,200,210,220,221,230
Diversity	OTA 100,110,140,200,220
Competence	OTA 101,111,130,140,141,200,210,220,221,230
Community Service	OTA 100,101,110,220,230
Lifelong Learning	OTA 100,140,200,220,230

A tree was chosen as the symbol of the open system of our curriculum. It is strong, growing and long lasting. It can reach great heights if it is taken care of during its early stages of growth. Input of knowledge through the roots provides the nutrients for the student to anchor to the ground and begin the journey upward during the initial stages of exploration. The trunk of the tree is made up of layers of exploratory learning that support the branches and begins shaping the crown. The curriculum content increases in depth requiring increased critical thinking and practice of skills creating the competency level. The branches reach out of the trunk and intertwine high up into

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the crown of the tree where achievement begins to take place. The application of the OTA curriculum content during the Level II Fieldwork experience gives the final shape to the crown and preparation for the OTA graduate to enter the profession at entry level competence.

The layers of the trunk run from the roots to the leaves carrying nutrients throughout the tree. The threads of our program run from the roots to the leaves giving the students nutrients throughout the program and reinforcing our mission.

The leaves give the tree color as the new students give the profession color releasing fresh oxygen into the world of occupational therapy. The program offers continuing education to assist with keeping the community renewed.

Exploration:

Exploration requires a safe environment for learning. It is stimulated when something is new or different and behavior is engaged in for its own sake to support the capacity for object interest. A highly pressured or anxiety provoking environment is an enemy to the process. Exploration reflects an autonomous capacity to be interested in the environment. Hope and trust are fostered as the imagination searches for rules of how people, objects and environments operate. The foundations of learning occur at this level. The first sequence of courses is designed to facilitate exploration in learning the basic rules around principles, activities, communication, documentation, and movement in the delivery of occupational therapy services.

- OTA 100 - Fundamentals of Occupational Therapy
- OTA 101 - Fundamentals of Activity/Therapeutic Media
- OTA 102 – Rehab Terminology, Diseases and Diagnoses
- OTA 110 – Occupational Skills - Psychosocial
- OTA 111 – Experiential/Simulation I
- OTA 120 - Documentation in Occupational Therapy
- OTA 130 - Dynamics of Human Movement

Competency:

Competency emerges from intrinsic motivation to deal with the environment, influence it actively and be influenced by it through feedback. To become competent one needs to practice, repeat, and learn behaviors to the point of the establishment of habits. Through practice, competence is accomplished. Fragmentation is a natural part of this process that occurs when sequences of tasks are broken down and reordered during learning. Hope and trust are transformed to self-confidence and self-reliance at this level. The second sequence of courses provides an opportunity to practice, reorder, and apply previous knowledge to a wide range of ages, disabilities, and contexts.

- OTA 140 - Occupational Skills Development in Pediatric Roles OTA 141 – Experiential/Simulation II
- OTA 200 – Introduction to Occupational Skills in Physical Rehab OTA 210 - Assistive Technology in Occupational Therapy
- OTA 220 – Advanced Occupational Therapy Skills for Physical Dysfunction OTA 221 – Experiential/Simulation III
- OTA 230 - Occupational Therapy Management

Achievement:

Achievement builds on the previous two levels. Competition with self or others occurs focusing on a standard of excellence. There is an element of danger and risk taking involved at this level as the mind employs strategies to strive for success. The student applies and integrates previously learned knowledge through clinical fieldwork.

- OTA 240 – Clinical Practicum IV
- OTA 241 – Clinical Practicum V

General education requirements and [course descriptions](#) are listed on the [OTA program website](#). [The course sequence](#) is within a cohort model and will follow the structure described [here](#).

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