



Shawnee State University
Occupational Therapy Assistant

Student Handbook
2024-2026

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PREFACE

The purpose of the Student Handbook is to provide you, the student, with a reference to the policies, rules and regulations of the Department of Occupational Therapy.

You will receive a copy of the Student Handbook at the beginning of the OTA program. You are expected to read it and ask questions before the end of the second week of Fall Semester classes. At the end of the second week, you must complete the forms on the last pages and give to the Program Director.

Keep this handbook in a safe place. You may need to refer to it throughout your time in the program. It is *your* responsibility to be aware of the policies and abide by them. Take this with you on Level II Fieldwork.

You should also refer to the Shawnee State University Student Handbook and the University Catalog for additional rules, regulations, and information. See the University Catalog online for the upcoming academic calendar.

University Mission Statement

We prepare today's students to succeed in tomorrow's world.

University Vision

We will be a best-value university offering a wide range of high-quality signature programs.

Enduring Values

- *Student-focused Service: We place students at the center of everything we do and every decision we make.*
- *Community Engagement: We value the diverse perspectives of the people within our community — on and off campus — and our role in enriching the lives of those who work, live, and discover here.*
- *Authentic Dialogue: We respect open, honest, and sincere two-way communication.*
- *Thoughtful Risk-taking: We value innovation and encourage those around us to dream big and explore new possibilities.*
- *Culture of Continuous Improvement: We look for opportunities to make what we do well today even better tomorrow.*

OTA Program Mission Statement

It is the mission of the Occupational Therapy Assistant Program at Shawnee State University to encourage students to become internally motivated, lifelong learners while teaching students to think critically, to act ethically, and to communicate effectively. We aim to prepare our graduates to meet the ever-changing needs of health care and society and to contribute to the community through community service and enrichment of the workforce.

OTA Program Vision

The Shawnee State University's Occupational Therapy Assistant program's vision is to develop professional and ethical graduates who value occupation and are prepared to function in a variety of practice areas.

THE PHILOSOPHICAL BASE OF SHAWNEE STATE'S OTA PROGRAM

The philosophical foundation of the Occupational Therapy Assistant Program at Shawnee State University builds on the OT philosophy and derives its core framework from the humanistic theories of adult education (Knowles, 1975). Similar to the occupational therapy philosophy, these theories hold that man has an intrinsic motivation to engage in activity. The primary activity addressed here is learning. The underlying assumptions of

this model include:

1. ***The need to know.*** A person will engage in learning activities when it is discovered that a gap exists between current knowledge/skills vs. where they want to be.
2. ***The learner's self-concept.*** Adults perceive themselves as responsible for their own decisions and the direction of their life.
3. ***The role of the learner's experience.*** Learners bring to the classroom a wealth of real-life experience, which prompts inquiry and acts as the cornerstone of learning.
4. ***Readiness to learn.*** Learners become ready to learn those things they need to know and be able to do, in order to succeed with daily life situations.
5. ***Orientation to learning.*** Adults are task-centered or problem-centered in their approach to learning.
6. ***Motivation.*** The most potent motivators for adults are intrinsic such as a desire for increased self-esteem and quality of life.

Learners are able to progress from dependent learners, a style encouraged by traditional elementary education, to independent learners. Adults will tend to engage in a dependent learning mode when dealing with new content areas. The role of the teacher in adult learning is to facilitate the learning process.

These philosophical structures and assumptions form the foundation of the Occupational Therapy Assistant Program at Shawnee State University. From these, the curriculum design and learning strategies evolve.

References

American Occupational Therapy Association; (2011). The philosophical base of occupational therapy. *American Journal of Occupational Therapy*, 65(Suppl.),

Knowles, M. (1975). *Self directed learning: A guide for learners and teachers*. Chicago: Follett Publishing Co.

Accreditation Statement

The SSU Occupational Therapy Assistant Program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 7501 Wisconsin Avenue, Suite 510E Bethesda, MD 20814. ACOTE's phone number, c/o AOTA (301) 652-AOTA (301-652-6611), website: accred@aota.org.

National Board for Certification in Occupational Therapy (NBCOT)

Graduates are able to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy, Inc. (NBCOT); however, the NBCOT sets its own criteria for taking the exam, which may include questions on the applicant's criminal history. For more information on these limitations, you can contact NBCOT at (301) 990-7979 or email www.nbcot.org. After successful completion of this exam, the individual will be a Certified Occupational Therapy Assistant (COTA). Passing the NBCOT Certification Exam is required in all states for licensure in order to practice.

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Program Continuation and Academic Requirements

Academic Requirements

For a student to remain enrolled in the Occupational Therapy Assistant Program, the student must meet the following criteria:

1. Not receive below a "C" in any course with OTAT prefix.
2. Obtain a 75% average on tests/quizzes in all OTA courses
4. Obtain no less than an overall GPA of 2.5 prior to the second semester (Spring semester) of the first year.

5. Maintain at least an overall 2.5 GPA during each remaining semester.
6. Successfully complete (with a C or higher) BIOL 1130 by the end of the second semester (Spring Semester) of the first year.

If any one of these criteria is not met, the student will be dismissed from the OTA Program. Conditions for readmission to the OTA Program will be detailed by the program director at the time of dismissal. Readmission is not guaranteed and is granted at the discretion of the Program Director and the OTA Student Affairs Committee.

NOTE: Students should check the University Catalog to understand all prerequisites for courses in the OTA curriculum. Successful completion of prerequisites is required to maintain eligibility to take OTAT courses. Loss of eligibility results in dismissal from the program.

Grading Scale

All OTA instructors will use the following grading scale:

A	=	93 - 100
A-	=	90 - 92.99
B+	=	88 - 89.99
B	=	82 - 87.99
B-	=	80 - 81.99
C+	=	78 - 79.99
C	=	75 - 77.99
F	=	Below 75

Academic Integrity

All academic and clinical (Fieldwork) work within the Occupational Therapy Assistant Program will be governed by the college policy on Code of Student Conduct as explained in the current *Shawnee Student Handbook*, and the OT/OTA Student Code of Ethics found in Appendix A of this handbook. Furthermore, students will also abide by the Occupational Therapy Code of Ethics 2020 as adopted by the Representative Assembly of AOTA.

Student may appeal any penalty by following the “Guidelines for Dealing with Student Complaints,” outlined in the *Shawnee Student Handbook*.

EXXAT

All OTA students must create a EXXAT account. Students must upload documents to the website for verification. If documents are rejected, students must follow instructions provided by EXXAT to correct the matter. If students need clarification regarding why a document was rejected, they need to contact EXXAT directly. Prior to all lab and fieldwork experiences, faculty will complete a compliance report. If students are out of

compliance for any enumerated requirement, they will not be permitted to participate in the lab or fieldwork experience. This could result in dismissal from the OTA program.

Attendance Policy

Classroom and clinical attendance and participation are an integral part of the Occupational Therapy Assistant Program. The following rules apply to *all* classes and clinical assignments. Refer to specific course syllabi for any point deductions.

Classroom Absences

1. You must notify the ***instructor or administrative assistant*** **prior** to class if you will be absent (YOU, not a classmate, etc)
2. Acceptable absences include serious personal illness, serious illness or death in the immediate family, and court appearances. Other acceptable absences will be left to the instructor's discretion. In case of death in the immediate family, the student may be asked to provide proof of funeral and relationship to deceased. If student is unable to produce evidence, student will receive no credit for assignments or tests due on missed days.
3. If any absence due to personal illness extends to three or more class days, a physician's statement of illness will be required the first day of return to school.
4. Any unexcused absence will result in lowering of the course grade by 10%.
5. Excused absences beyond 2 will require a Dr. excuse

Make-up Tests/Quizzes

1. Make-up exams, quizzes, etc., will never consist of less quality or quantity than the original.
2. All make-ups must be completed within one week after the originally scheduled time.
3. **No** make-ups will be given for an unexcused absence.
4. ***Student*** is responsible for contacting the course instructor about making up any missed assignments. The instructor may elect to not allow make-ups.
5. Relayed messages through other students are unexcused.

Late Assignments

1. All homework assignments are due at the beginning of class. It is up to each instructor whether to accept late assignments or to deduct points. Instructor will explain policy for their classes at the beginning of each semester.
2. Students are responsible for coming to class on time and prepared (including any copies needed for class presentations or assignments).

Safety Procedures

Appropriate Usage of Equipment and Supplies:

To ensure the safety of faculty and students, students must abide by the following procedures in both classroom and lab experiences.

1. Students must remain observant of potential safety hazards in classroom and lab experiences.
2. Students must act proactively to prevent injury to themselves and others.
3. Students are only permitted to use equipment which they have been instructed to use.
4. With usage of lab equipment, students must comply with all verbal instructions and written guidelines established by program faculty.
5. Students are not permitted to use modalities without the onsite supervision of OTA/MOT faculty.
6. Students must use proper body mechanics when handling equipment and practicing occupational therapy procedures with fellow students.
7. If students need access to lab equipment outside regularly scheduled lab hours, they can attend open lab sessions as arranged by the course instructor.
8. Students must practice proper hand washing (*or use alcohol -based sanitizer*) before participating with a student in a lab assignment or prior to handling equipment.
9. Students must cover their mouth/nose with a tissue when they cough or sneeze. If a tissue is not available, students should cough/sneeze into their upper sleeve or elbow (*not their hands*).
10. Students must sanitize equipment used as instructed by the OTA faculty.
11. Students must unplug electrical equipment after use.
12. Students are not permitted to use the Home Environment Lab (*specifically the kitchen*) for personal use. This includes usage of the lab's refrigerator.
13. All food used in the Home Environment Lab (*as part of a classroom assignment or lab experience*) must be packaged, sealed in a plastic bag, or stored in an airtight container.
14. With any cooking related task, students must carefully review expiration dates of packaged foods as well as canned food items.
15. To extinguish any cooking related fire, student should access the fire extinguisher in the lab and use the PASS acronym accordingly (*Pass/Pull, Aim, Squeeze, Sweep*).
16. The use of gloves is provided when performing lab activities which require, but not limited to, Universal Precautions, Transfers, and Manual techniques. Individual instructors will determine the level and need for protection which will be stated in course syllabi.
17. Students shall inform the instructor of the course regarding equipment failure or the need for repair or update of equipment.
18. MSDS forms and information will be provided in the course syllabi depending on the use of toxic materials. Contact the course instructor with additional questions.
19. **SSU Campus:** Emergency and medical emergencies – Use of universal

precautions is foremost in procedures. Contact 911 operator and/or security office at ext. 3232.

Shawnee State University Emergency Procedures

Shawnee State University is committed to maintaining a safe campus environment for students and employees of the college.

While our campus locations are relatively safe, crime can occur anywhere. Every individual has a responsibility to participate in crime prevention efforts:

Avoid isolated areas

Lock your vehicles

Notify the campus office or maintenance staff if you need an escort to your vehicle

Secure your personal property

Walk in groups at night

Shawnee State University's Emergency can be accessed via the following hyperlink.

<https://www.shawnee.edu/campus-life/safety-campus-police/crime-prevention>

A hard copy flip chart of emergency procedures is located in each classroom.

Active Shooter

The following brochure outlines active shooter guideline. The brochure can be accessed via the following hyperlink or QR code. At the start of the program, students will be provided with a copy of the brochure. A copy of the related brochure will also be available in each classroom in the occupational therapy department.

<https://www.shawnee.edu/sites/default/files/2019-01/ActiveShooterBrochure.pdf>

Disciplinary Policy

In order to aid in developing professional attitudes and behaviors, the following policy has been established to deal with discipline problems within the Occupational Therapy Assistant program:

Category I Offenses: Any student committing any of the following acts will be subject to immediate dismissal from the program.

1. Attendance on University or Clinical properties while under the influence or while in possession of any mind altering substances (alcohol, non-prescription drugs, etc.).

2. Verbal or physical acts of aggression against another person while on University or Clinical properties.
3. Deliberate destruction or damage to university, clinical, student or faculty property.
4. Theft of university, clinical, student, or faculty property.
5. Deliberate falsification of any Program, clinical, or patient documentation or record either by omission or addition.
6. Plagiarism (to steal another's ideas or words and to pass them off as your own) or cheating on any type of program evaluation.
7. Failure to update required information (ex: background checks, TB, CPR etc...)

Category II Offenses: Any student committing any of the following acts will be subject to the following disciplinary procedures:

1st Offense: Probation (To be in effect for the duration of the program).

2nd Offense: Dismissal from the program (This offense may be from either Category I or Category II).

1. Causing damage to university, clinical, patient, student, or faculty property through negligence.
2. Causing injury or potential harm to a patient, student, or faculty member through negligence.
3. Causing injury or potential harm to a student or faculty member through slanderous comments.
4. Insubordination or refusal to obey an order relating to hospital function or patient care; except where the student is not qualified to perform a task; or, proper supervision is lacking.
5. Any form of sexual harassment against another person associated with the program or clinical settings.
6. Misuse/abuse of copier and /or computer privileges result in the student's loss of his/her copier/computer privileges.
7. Misuse/abuse of any program policies, materials, including but not limited to, assessments, testing equipment, adaptive equipment, and/or supplies found in OT lab. Failure to follow stated procedures for signing out equipment and supplies.
8. Vaping or smoking in any SSU building or off-campus fieldwork site or undesignated smoking area.
9. Any violation of the AOTA Code of Ethics. Dependent on severity can be classified as a Category 1 Offense with immediate dismissal from the program.

Probationary Policy

Students in the Occupational Therapy Assistant Program are expected to maintain the highest standards of professionalism in their performance and their attitudes while in the classroom, laboratories, and/or clinical affiliates.

Professionalism includes behavior, appearance, and attitude. It is the goal of the OTA program at SSU to facilitate the development of a high degree of professionalism in all students. Furthermore, it is the belief of the faculty that the classroom represents a

microcosm of the clinical setting. For this reason, all student behaviors are considered potential professional behaviors. While debate and differing opinions are encouraged, students are expected to communicate with all faculty and fellow class members in a respectful, tolerant, and considerate manner. This includes verbal, written, and e-mail communications. Cell phones **MUST** be turned off or silenced during all class sessions; furthermore, **NO** texting is allowed during class or lab time. Lap top computers and other electronic devices may be used in class for note taking with permission of the instructor. Internet activities must be related to course assignments and may only occur at faculty approved times during classes. E-mail checks is **NOT** an approved internet activity during class.

Students are encouraged to resolve conflicts directly with peers and/or faculty, and to use appropriate chain of command (outlined below) when conflict resolution is not satisfactory.

Course Instructor > Program Director > Chair > Dean > Provost

(Refer to current SSU Catalog and Student Handbook for Policy on Academic Appeals)
Students may also be placed on “Professional Probation” for behaviors that conflict with those standards established in the Student Code of Ethics, as detailed in Appendix A of the OTA Student Handbook. Incidents will be addressed on an individual basis based upon the severity of the behavior. “Severity,” will be determined by the SSU Occupational Therapy Assistant Student Affairs Committee in conjunction with the involved parties. The Committee will determine the nature of disciplinary action and will assist, if deemed necessary, in developing an improvement plan. Should the student fail to show satisfactory improvement, as outlined in the improvement plan, the student will be dismissed from the OTA Program. Probationary status will remain in effect for the duration of the student's participation in the OTA Program.

Dismissal Policy

A student may be dismissed from the Occupational Therapy Assistant Program by the Program Director for any of the following reasons:

1. Violation of Student Code of Ethics and AOTA Code of Ethics (Appendix A & B).
2. Inability of the student to maintain an overall grade point average of 2.5 for all course work needed to meet degree requirements.
3. Inability of the student to maintain an average of 75% on tests and quizzes in any OTA course
4. Failure of student to complete BIOL1130 with a “C” or greater by end of the second semester.
5. Failure of the student to receive a “C” or greater in any OTA technical course (OTAT prefix).
6. Deficiencies as described in the “Professional Probation Policy” of this handbook.
7. Excessive (defined as more than 3) absence and/or tardiness for lecture,

- laboratory, and/or clinical course.
8. Plagiarism (to steal another's ideas or words and to pass them off as your own) or cheating on any type of program evaluation.
 9. Falsification of patient or therapeutic records.
 10. Appearing in classes or clinical experiences while under the influence of mind-altering substances.
 11. Patient abuse of any type (i.e. physical, verbal, sexual or mental).
 12. Theft of University, hospital, or patient property.
 13. Forgery of any documents required by the OTA program or for Fieldwork.
 14. Failure to meet requirements for Level 2 Fieldwork as defined by assigned Fieldwork site (i.e. inability to pass drug test, non-compliance with vaccine requirements, refusal to adhere to facility dress code, etc)

Appeal of Program Dismissal

Any student desiring to appeal dismissal from this program should follow the "Guidelines for Appealing a Dismissal from a Health Science Program" as outlined in the University catalog. That process is as follows:

1. Within three (3) working days following a student's notification of dismissal from the OTA Program, the student must request in writing a meeting with the program director to appeal the dismissal decision. The student shall be notified of the results of this appeal within two (2) working days following the meeting. If the student is not satisfied with the decision, he/she may request (in writing) within three working days a second appeal hearing as described below.
2. Upon the student's written request for the next level of appeal, the program director shall arrange a joint meeting with the student, the program director (or his/her designee), the Chair of Rehabilitation Sciences (or his/her designee), the Dean of the College of Health and Human Services (or his/her designee), and the Provost (or his/her designee). The student shall be notified of the results of this appeal hearing within two (2) working days following the meeting.

Criteria to be used in ruling on a student's dismissal appeal include the student's past academic achievement, the student's rationale for current grade status, and the prediction of future performance in the program.

Dismissal from this program is not the same as dismissal from the University. University dismissal policies are outlined in the Shawnee State University Catalog section on academics.

Re-admission Policy

Any student who is dismissed from the Occupational Therapy Assistant Program or elects

to withdraw for personal reasons may apply for readmission. Because of the limited class space, students may only be considered for re-admission if space is available in the current class.

Procedures for requesting re-admission are as follows:

1. A formal written request for readmission must be submitted to the Program Director of the Occupational Therapy Assistant Program.
2. All requests for readmission will be presented to the OTA Admissions Committee for review and action.
3. Applicants requesting re-admission will be considered for readmission based on a review of the applicant's formal request, transcript review and space availability.
4. A meeting (in-person or virtual) will be scheduled with the student and the OTA Admissions Committee to discuss reason for dismissal/withdraw and request for re-admission as well as student's plan to be successful if re-admission is granted.
5. The applicant will be notified in writing of the OTA Admission Committee's decision. Specific recommendations and/or requirements based on the student's transcript evaluation and the time lapse involved since the student's last enrollment will be communicated in writing by the program director at the recommendation of the OTA Admissions Committee.

For those students who are out of sequence and are requesting re-admission to the program, testing for OTA courses which were completed more than one year (12 months) from the scheduled date of entry into the Occupational Therapy Assistant Program is required. Re-admission testing must be taken as scheduled by the OTA Student Affairs Committee in conjunction with individual class instructors. If the student fails to obtain a grade of "C" (75%) or better on the examination, they will not be readmitted to the program.

OTA PROGRAM HONOR CODE:

I pledge to conduct myself with honesty and integrity in meeting all academic and professional requirements in the OTA Program at Shawnee State University.

I agree to report any, observed or suspicious, acts of academic or professional misconduct, including but not limited:

- Plagiarism
- Cheating
- Lying
- Stealing
- Falsifying documents

- Abuse of equipment and supplies.
- Facilitating other's engagement in any of the above.

Furthermore, I will abide by the profession's Standards of Practice and Code of Ethics.

Course Policies and Practices:

1. Attendance is expected for all class sessions and service-learning sessions. Tardiness will affect participation grade. Students may be awarded 0-10 points for participation in a course session if the designated faculty member has it in their syllabus. Please seek feedback about participation grade with instructor at any time during the semester; remember, asking for feedback and participating in supervision is part of your professional development.

Students are expected to be prepared to participate in all sessions; therefore, it is essential that assigned readings are completed as scheduled. Absences must be reported to the instructor by the student PRIOR to the time they will occur. This is especially important for ALL visits at service-learning sessions, and students are required to contact the Instructor AND facility staff as appropriate to the session which will be missed. Instructor will determine the status (excused or unexcused) of the absence after discussion with the student. Any unexcused, undocumented absence on the day of any quiz, assignment, or exam will result in no points for the assigned work. Students must MAKE UP missed time at service-learning setting in order to ensure that minimum hours are achieved. All assignments are due at the beginning of class. NO credit will be given for late assignments unless other arrangements have been made with the instructor PRIOR to the due date.

2. Use APA style to cite references used in **any** assignment. Be discerning about all materials used for referencing; professional literature and resources are expected to be used, unless otherwise specified on the assignment. Plagiarism will not be tolerated; please refer to program handbook for policy addressing Academic Misconduct.
3. Students are expected to abide by departmental policies for signing learning resources (project materials, equipment, etc.) out of the storage room. Hours for sign-in and sign-out are available from the graduate assistants. Unless otherwise specified on an assignment, the instructor will not be signing equipment, etc. in or out of the storage room for student use. Be sure to plan ahead!
4. Presentations may be graded using the OTA Presentation Rubric, and be provided to students at the beginning of semesters if the designated faculty member uses the rubric for his/her class.
5. **Professionalism includes behavior, appearance, and attitude.** It is the goal of the OTA Program at SSU to facilitate the development of a high degree of professionalism in all students. Furthermore, it is the belief of the faculty that the classroom represents a microcosm of the clinical setting. For this reason, all student

behaviors are considered potential professional behaviors. While debate and differing opinions are encouraged, students are expected to communicate with all faculty and fellow class members in a respectful, tolerant, and considerate manner. This includes verbal, written, and e-mail communications. Cell phones **MUST** be turned off or silenced during all class sessions; furthermore, **NO** texting is allowed during class or lab time. Lap top computers and other electronic devices may be used in class for note taking with the instructor's permission. Internet activities must be related to course assignments and may only occur at faculty approved times during classes. E-mail checks is **NOT** an approved internet activity during class.

6. Use appropriate chain of command (outlined below) to address any course or program concerns or issues. Refer to current SSU Catalog and Student Handbook for Policy on Academic Appeals.

Course Instructor > Program Director > Chair > Dean > Provost

7. It is a privilege to participate in learning activities that involve clients. When assigned to a clinical facility, it is important to respect the privacy of the patients, clients, students, staff, or residents. At no time should you discuss any patient, client, student, or resident with anyone outside of the facility, except in the context of planning with appropriate others (i.e., instructor, team members, and co-leaders in groups). Confidentiality violations will not be tolerated and are subject to disciplinary actions, such as dismissal from the program. Only initials of patient/client/student/resident should be used on any written assignment, including chart reviews/personal notes. This data must be maintained in a file box stored in a non-public area. Any assignment turned in with a patient/client/student/resident name will be given a grade of zero (0)

**Shawnee State University
Occupational Therapy Assistant Program
Curriculum Design & Curricular Threads**

Curriculum Design

The *curriculum design* of the Occupational Therapy Assistant Program at Shawnee State University is derived from the mission and philosophy of the Occupational Therapy Assistant Program. The curriculum design is based on an adult education model which strives to encourage students to progress from dependent to independent learners while teaching students to think critically, to act ethically, and to communicate effectively. The curriculum design is essentially a plan for selecting and sequencing OTA courses based on a progression and layering of topics pertinent to the practice of occupational therapy. As such, students are exposed to general topic areas before progressing to specific subject areas. Initial courses within the program begin with a teacher-centered approach. At the end of the first semester of OTA coursework, students develop a learning plan, which facilitates the process toward becoming an independent learner.

Decisions about non-OTA courses as part of the curriculum are made by determining the general knowledge base necessary to meet the goals of the program and prepare for the content of OTA courses. The planning of non-OTA courses is designed to be a progression of general to specific topic areas to increase the knowledge of students in all areas of the general education requirements.

Curricular Threads

The courses in this curriculum design are sequenced according to a design of simple to complex content. At the entry level the *curricular threads* are separate, but as the students' knowledge increases to complex content the threads become connected together, representing integration of *Leadership and Advocacy*, *Critical Thinking/Clinical Reasoning*, *Cultural Awareness* and *Experiential Learning*.

Curricular Thread 1: Leadership and Advocacy

- Professional behaviors
- Lifelong learners

Curricular Thread 2: Critical Thinking/Clinical Reasoning

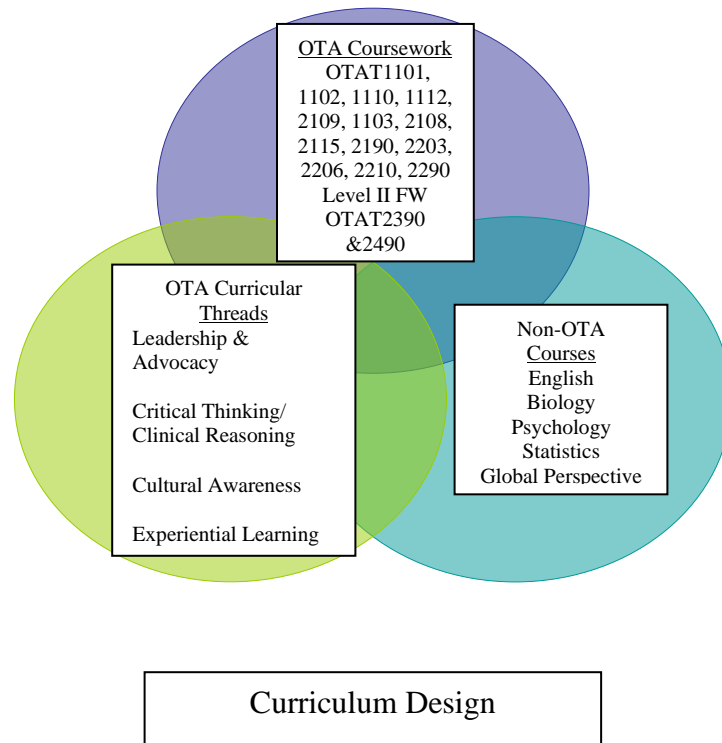
- Evidence-based practice
- Theory-based

Curricular Thread 3: Cultural Awareness

- Societal awareness
- Society's changing needs

Curricular Thread 4: Experiential Learning

- Fieldwork
- Service learning
- Clinical lab experience



Fall Semester – Year One:

OTAT 1101 – Introduction to Occupational Therapy

Introduction to the profession of occupational therapy, the roles and functions of occupational therapy personnel, areas of occupational performance, and the *theoretical basis* underlying the use of goal-directed and client-centered activities for therapeutic intervention. 3 credit hours.

- Students are required to be members of AOTA and their state occupational therapy association to implement the importance for students to become *lifelong learners* and *advocate* for the occupational therapy profession.
- Students learn the history of occupational therapy; where and how the profession developed, where the profession is currently and the centennial vision for the future.
- *Professional behavior* is expected of all students throughout the OTA Program in lecture, lab, clinical labs and fieldwork.

OTAT 1102 – Therapeutic Intervention 1: Analysis of Occupation

Introduction to the analysis and therapeutic application of occupations including gradation and adaptation to achieve a therapeutic goal. Participation in selected occupations including instruction of peers in a selected activity. An appreciation for the proper care, storage and maintenance of equipment and supplies is emphasized. 2 credit hours.

- Students explore occupation in physical, social and ***cultural contexts*** and give presentations on topics that assess this knowledge. To increase the awareness, knowledge and importance of ***cultural diversity***, the students are given a cultural assignment. This assignment requires the student to research a specific assigned culture and present to the class along with samples of that cultures lifestyle.
- Students are given an assignment to be a ***leader*** in an activity of their choosing to present to their classmates. Students complete a lesson plan, handout, sample of the activity and lead the demonstration to the class.

Spring Semester – Year one:

OTAT 1103 – Disease & Disability Processes

Discussion of both physical and psychosocial conditions commonly referred to occupational therapy. Includes symptoms, etiology and treatment intervention strategies for various diseases and disabling conditions. 3 credit hours.

- Students give presentations on assigned diagnoses along with creating brochures/handouts for that specific diagnosis.
- Students are expected to use ***evidence-based interventions*** for the assigned treatment plans they complete in this course.

OTAT 1110 – Therapeutic Intervention 2: Individual and Group

Discussion of interpersonal relationships, including therapeutic use of self, as well as group roles, process and content in the context of therapeutic intervention in clinical practice is addressed. Practice in ***leading*** groups, observing interactions with individuals and groups, and participation in various types of groups is included. 2 credit hours.

- Students look at the therapeutic intervention from the individual patient/practitioner relationship as well as the treatment of consumers in a group perspective. Students explore ‘therapeutic use of self’, individual interpersonal growth and interaction styles as well as group dynamics.
- Experience in planning and ***leading*** therapeutic groups is of primary focus.

OTAT 1112 – Occupations Thru Lifespan: Biopsychosocial

Discussion of occupational ***theories*** in the evaluation and treatment of biopsychosocial dysfunction. Laboratory emphasis on the development of observation skills, effective communication, therapeutic use of self and group dynamics in the context of biopsychosocial practice settings. 3 credit hours.

- Students apply previous and concurrent curriculum content to this course with the philosophy of adult learning, **experiential learning** is combined with didactic instruction.
- The lab portion includes **clinical experience** working with residents in a long term care (LTC) facility for individuals with psychiatric disorders. Students prepare protocols for the activities for that day that they will be **leading**. The **clinical lab experience** is supervised by the course instructor, and strengthens the student's understanding of concepts taught in this course.

OTAT 2109 – Applied Anatomy and Movement

Course emphasis includes the study and application of human anatomy and basic movement principles as used in occupational therapy practice. 2 credit hours.

- Students complete movement analyses on various everyday activities and determine the influence of gravity on the movements. Some analyses include brushing the hair, shaving the face and sweeping with a broom. This course requires the student to be able to **critically think** and use **clinical reasoning** skills to analyze various movement patterns.

OTAT 2203 – Occupations Thru the Lifespan: Children

Discussion of occupational **theories** in the evaluation and treatment of children, birth through adolescence. Course includes a study of conditions which interfere with normal growth and development. Emphasis on the role of the occupational therapy assistant in the treatment of developmental disabilities during infancy, childhood and adolescence. 4 credit hours.

- OTA students are teamed with an MOT student for **clinical lab experience** in local schools. This format supplements the course content as students gain experience working with MOT students in a collaborative relationship.
- The one day per week **clinical lab experience** provides excellent **experiential learning** for students in a pediatric setting.

Summer Semester – Year one:

OTAT 2210 - Occupations Thru the Lifespan: Adults

Discussion of occupational therapy **theories** in the evaluation and treatment of physically disabling conditions commonly seen with adults. Laboratory emphasizes on patient education for activities of daily living, work simplification, energy conservation, and fabrication of orthotic and adaptive devices. 4 credit hours.

- This course includes expanded content regarding specific diseases commonly seen in occupational therapy practice and the application of specific **evidence-based therapeutic interventions**.
- Skills and competencies are assessed as part of the final evaluation process.

OTAT 2190 – Practicum 1: Communication/Emerging Practicum Setting

Supervised **clinical lab experience** under the direction of qualified personnel in a variety of settings. Emphasis is on development of professional communication skills with clients, community and traditional health-care providers, and learning to accurately document observations. 2 credit hours.

- Students are exposed to the process of building therapeutic relationships with a **culturally diverse** population, leading activity groups for this population, and are introduced to the documentation process.
- Students use knowledge they have learned through previous courses to utilize **clinical reasoning** to plan activities with the residents.

Fall Semester – Year two:

OTAT 2108 – Occupations Thru Lifespan: Elders

Introduction to the application of occupational therapy **theory** in the treatment of elders. Physical, sensory, psychosocial and cognitive changes with aging and strategies for adaptation and compensation, including environmental modifications, are explored. Laboratory emphasizes on developing and implementing therapeutic programs for agencies serving the elderly. 4 credit hours.

- Students complete a **service learning** assignment on environmental adaptation for an elder's home or an agency servicing the elder population. This assignment includes researching adaptations, costs, and time frames to complete. Students give the owner or agency a breakdown of suggestions along with approximate costs, list of businesses that can supply the recommended adaptation and contractors that can complete the recommended adaptations to their home.

OTAT 2115 – Professional Issues in Occupational Therapy

Discussion of the professional roles and responsibilities of the occupational therapy assistant. Includes orientation to licensure, certification, legal and ethical issues, peer review, **professional behavior** and other current professional issues. 2 credit hours.

- Students are given the assignment to create professional literature to **advocate** for the occupational therapy profession and attention to professional writing.
- Students review various scenarios of ethical dilemmas and breakdown the details of the situation and how to handle ethical dilemmas' if they occur.
- Students develop **social awareness** that **cultural diversity** can affect ethical dilemma situations and how to handle the ethical dilemma professionally.
- Students learn, apply and analyze the AOTA Code of Ethics and apply it to various ethical dilemmas.

OTAT 2206 - Therapeutic Intervention 3: Enabling Participation

Course includes analysis and assessment of low and high technology devices as well as

environmental modifications to enhance participation in human occupations.
2 credit hours.

- Students learn to analyze, evaluate and select a variety of therapeutic media involving both low and high technology.
- Students research **evidence-based practice** in analyzing various technology devices to use with clients of various stages of life.

OTAT 2290 – Level I: Healthcare/Educational Setting

Supervised **clinical lab experience** under the direction of qualified personnel in a variety of healthcare or education settings. Continuation of skill development following OTAT 1112 & 2190, with additional emphasis on case study, treatment planning, occupational therapy treatment interventions and discharge planning. 2 credit hours.

- This course further prepares the student for the capstone experience of Level II Fieldwork.
- An increased emphasis on treatment planning, **evidence-based interventions** and the documentation process.
- Students expand their skills of using **critical thinking and clinical reasoning** skills in their one day a week Level I **fieldwork experience** working with patients in various stages of the lifespan.

Spring Semester – Year two:

OTAT 2390 – Level II Fieldwork A

Supervised **fieldwork** placement, Experience in and responsibility for delivery of service to patients/clients. Emphasizes the application of academically required knowledge leading to the performance of an entry-level occupational therapy assistant. Both OTAT 2390 and OTAT 2490 must be completed within 12 months following completion of all other OTA courses. 40 hours per week. 5 credit hours.

- Students complete a Level II Fieldwork rotation that consists of 40 hours per week for 8 weeks. Students are responsible for maintaining a patient caseload, preparing **evidence-based treatment**, and demonstrating **leadership skills** in educational group sessions and treatment interventions. Students are evaluated on knowledge, skills, **professional behavior**, and readiness as entry-level therapists.

OTAT 2490 – Level II Fieldwork B

Supervised **fieldwork** placement, Experience in and responsibility for delivery of service to patients/clients. Emphasizes the application of academically required knowledge

leading to the performance of an entry-level occupational therapy assistant. Both OTAT 2390 and OTAT 2490 must be completed within 12 months following completion of all other OTA courses. 40 hours per week. 5 credit hours.

- Students complete a Level II Fieldwork rotation that consists of 40 hours per week for 8 weeks. Students are responsible for maintaining a patient caseload, preparing *evidence-based treatment*, and demonstrating *leadership skills* in educational group sessions and treatment interventions. Students are evaluated on knowledge, skills, *professional behavior*, and readiness as entry-level therapists.

OTAT 2999 – Special Topics

Provides student an opportunity to gain additional knowledge or experience in a specific area of Occupational Therapy. 2 credit hours.

- This is an optional course and is completely voluntary. The course utilizes an on-line education approach with Blackboard discussion forums, supervised by course instructor, on various topics related to the practice of occupational therapy.
- This course also reviews course work from core courses to assist students in preparing for the NBCOT certification exam.

Service Learning Experience

Students participate in multiple Service learning activities within the local community throughout the time they are in the Occupational Therapy Assistant Program: I Can Swim Camp, Rehab Science Day, community health fairs, university health fairs, and OT Month activities.

The curriculum goals for course content and scope reflects an understanding of the standards for occupational therapy assistant education, beginning with dependent learners and a teacher-centered approach progressing to a more student-centered approach, through learning methods and specific course assignments throughout each progressive semester, in order to prepare students for independent decision-making, critical thinking and the responsibility of becoming a life-long learning.

Program Educational Goals

1. Demonstrate technical competence in providing occupation-based and client-centered occupational therapy in a way that is always sensitive to cultural issues that may have an impact on clients and their caregiver's occupational performance.
2. Be knowledgeable of a wide variety of treatment approaches and selection of therapeutic interventions that are based on the intervention plan for varied occupational therapy populations.

3. Demonstrate ethical occupational therapy practice and a commitment to the profession by acknowledging the value of becoming life-long learners.
4. Promote the value of occupational therapy to the local, regional and national community.

Curriculum Structure and Course Sequence

Course Sequencing

On the next page is the suggested course sequencing for the occupational therapy assistant curriculum. All of the courses listed are required to meet the academic requirements of the program. It is the student's responsibility to plan ahead and make sure all of these courses are successfully completed prior to Level II Fieldwork. Students will not be cleared for Level II Fieldwork without meeting this requirement. Be advised, the course sequencing takes into consideration the semester in which some non-OTA courses are offered. Refer to the University Catalog course descriptions for course prerequisites as well as the semester in which the course(s) are offered. We cannot emphasize enough; this is **your** responsibility.

CURRICULUM

Shawnee State University
Portsmouth Campus

Associate of Applied Science in Occupational Therapy Assistant

Suggested Course Sequence

Course #	Course	Hours
SSU Occupational Therapy Assistant Program		
Rev. 5/25/24		

		Lecture	Lab	Credits
<u>Fall – Year One</u>				
PSYC1101	Introduction to Psychology	3	0	3
BIOL1130	Anatomy and Physiology I	3	1	4
ENGL1101	English 1	3	0	3
AHNR1102	Medical Terminology	2	0	2
OTAT1101	Introduction to Occupational Therapy	3	0	3
OTAT1102	Therapeutic Interventions I: Analysis of Occupations	1	3	2
UNIV 1100	First Year Experience	<u>1</u>	<u>0</u>	<u>1</u>
	Total	16	4	18
<u>Spring – Year One</u>				
PSYC1130	Lifespan Development for the Health Sciences	3	0	3
OTAT1103	Disability & Disease Processes	3	0	3
OTAT1112	Level 1 – Biopsychosocial	2	3	3
OTAT1110	Therapeutic Interventions II: Individual and Group	1	3	2
OTAT2109	Applied Anatomy and Movement	1	3	2
OTAT2203	Occupations Through the Lifespan – Children	<u>3</u>	<u>3</u>	<u>4</u>
	Total	13	12	17
<u>Summer – Year One</u>				
STAT1150	Principles of Statistics	3	0	3
SOCI1101	Introduction to Sociology	3	0	3
ENGL1105	English 2	3	0	3
OTAT2190	Level 1– Community & Emerging Practice Settings	1	3	2
OTAT2210	Occupations Through the Lifespan – Adults	<u>3</u>	<u>3</u>	<u>4</u>
	Total	13	6	15
<u>Fall – Year Two</u>				
XXXX	Global or Historical (Non-western)	3	0	3
OTAT2108	Occupations Through the Lifespan – Elders	3	3	4
OTAT2115	Professional Issues	2	0	2
OTAT2290	Level 1 – Health Care and Educational Settings	1	6	2
OTAT2206	Therapeutic Interventions III: Enabling Participation	<u>1</u>	<u>3</u>	<u>2</u>
	Total	10	12	13
<u>Spring – Year Two</u>				
OTAT2390	Level II Fieldwork A	0	40	5
OTAT2490	Level II Fieldwork B	0	40	5
OTAT2999	Special Topics (optional)	<u>2</u>	<u>0</u>	<u>2</u>
	Total	0	80	10-12

Additional OTA Program Information

Advising – Academic Counseling

Students are responsible for making sure their correct major is reflected on their records in the Registrar's Office. Advising is available during the office hours posted on each faculty member's door. It is the student's responsibility to arrange a time to meet with their advisor one time per academic semester to be cleared to register for classes. Be sure to keep up with the online catalog to make sure all required courses are completed prior to Level 2 Fieldwork.

Counselors are available in the Student Services Office to assist personal and financial problems. In addition to the designated counselors, the OTA faculty will gladly try to help with academic or personal problems. One faculty member will be assigned as a faculty advisor for each student. She/he will follow your academic progress. Please refer to the Advising-Academic Counseling Section.

Americans with Disabilities Act

Any student who believes s/he may need an accommodation based on the impact of a documented disability should first contact a Coordinator in the Office of Accessibility Services, Student Success Center, Massie Hall, 740-351-3276 to schedule a meeting to identify potential reasonable accommodation(s). Students are strongly encouraged to initiate the accommodation process in the early part of the semester or as soon as the need is recognized. After meeting with the coordinator, students are then required to meet with their instructors to discuss the student's specific needs related to their disability. If a student does not make a timely request for disability accommodations and/or fails to meet with the Coordinator of Accessibility Services and the instructor, a reasonable accommodation might not be able to be provided.

Certification

Graduates of the program will be eligible to sit for the National Certification Examination for the Occupational Therapy Assistant administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be a Certified Occupational Therapy Assistant (COTA). In addition, most states require licensure to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. A felony conviction may affect a graduate's ability to sit for the NBCOT Certification Examination or attain state licensure. Students must successfully complete all classroom and clinical experiences at least 2 months prior to the exam for which they expect to sit in order to ensure completion of required application documentation. Students are responsible for making application to the NBCOT and meeting their deadlines. Web address for NBCOT: www.nbcot.org

Graduation Requirements

In order to graduate with an Associate Degree in Occupational Therapy, students must successfully complete all courses listed in the OTA curriculum and 16 weeks of Level II Fieldwork with a minimum of 73 credit hours. Level II Fieldwork must be completed within 1 year of completing the OTA Curriculum. Students who complete the requirements must also be recommended by the OTA faculty for graduation. The Registrar's Office may withhold graduation if a student has outstanding financial obligations to the University or has not returned any University property which has been borrowed. It is the student's responsibility to apply for graduation during their last semester on campus.

Health Insurance

Shawnee State University has discontinued its requirement that students obtain health insurance. However, students are encouraged to obtain health insurance. If not covered, you may purchase through the University. Contact the Bursar's office for information. Additionally, some clinical sites may require a student to have health insurance in order to complete a clinical rotation at their facility.

Health / Safety

Limited Facilities are available on campus to provide student health services including personal counseling and referral from the Counseling Services Office.

Students must seek health services from the health care provider of their choice. Faculty do not serve as health care providers for students or their families.

In case of medical emergency, call 9-911 from an on-campus phone.

Students are expected to follow all posted safety precautions and faculty instructions when participating in classroom, clinical, and laboratory learning experiences. Horse play in the occupational therapy classrooms and laboratory will not be tolerated.

Infectious Diseases

As a member of the health care team, OTA students need to be aware of risks involved in working with patients who have infectious diseases. All OTA students are expected to follow Universal precautions in patient care and laboratory situations where potential exists for exposure to blood and body fluids.

Students **must** have a current TB skin test to participate in clinical labs prior to Fall Semester. This test must be updated annually. It is the student's responsibility to know dates to update and submit the form to EXXAT. Failure in updating TB skin test prior to expiration is grounds for immediate dismissal. Students are required to have a 2 step TB test the first semester in the program and a 1 step TB test each subsequent year.

Most, if not all, clinical sites require certain vaccinations, such as the Hepatitis B vaccination, to help protect the students from any unforeseen exposure and to comply with OSHA regulations. In the event these vaccinations are required, it is the student's financial responsibility to obtain these from a health care provider of their choice.

Students not wishing to obtain these vaccinations will be required to sign a form stating such, and understand that this will prevent them from fieldwork experience in most of our placements available.

Students are required to attend annual OSHA approved bloodborne pathogens training annually.

Please be informed that clinical sites may require random urine drug screenings so they are in compliance with their policies regarding the Drug-Free Workplace Act.

Students must have all necessary medical information uploaded into his or her EXXAT account. Medical information is required at acceptance into the OTA program. This information must be uploaded into EXXAT by the student prior to the end of the first semester or the student will be dismissed from the program. This information must be updated annually. This information is to be provided to each fieldwork site prior to the first day of clinical experience. Otherwise, the student may be kept from going to his/her first clinical. The responsibility is in the student's hands.

Liability Insurance

Students may purchase additional liability insurance through a private carrier. The coverage by the University will be explained to you prior to starting Fieldwork. Students must pay their student fees *prior* to the beginning of each semester in order to be covered under the University's policy.

Licensure

Most states require that you have a license to practice as an occupational therapy practitioner, in this case an OTA or COTA. Most states accept the results of the national board exam given by the NBCOT. (See Certification) You must apply for a license in any state where you plan to work as an OTA (just as you must apply for a driver's license). You are also responsible for maintaining your license by paying annual fees and meeting other requirements.

Each state has different laws about the role of an OTA, the supervision of OTAs, temporary permits, etc. Some states allow you to put your license "in escrow" for a smaller fee if you do not plan to work as an OTA that year but want to keep your license. ***It is important that you know the law in the state where you work. It is your responsibility to contact the appropriate licensure board when seeking a license.***

States may have an education verification form in the packet of materials you receive. The Ohio (only) form will automatically be completed after all educational requirements have been successfully completed. It will not be necessary to ask the OTA Director to complete another Ohio form provided you apply for an Ohio license within one year of graduation.

In Ohio, you may not call yourself a COTA or any other title which implies the practice of occupational therapy assisting without a valid OTA license from the state of Ohio.

- **Ohio OT, PT, AT Board** **614-466-3774**
- **Kentucky OT Board** **502-564-3296**
- **West Virginia Board** **304-329-0480**

Professional Organizations

There are two major voluntary organizations to which you may belong as a student and once you graduate.

The American Occupational Therapy Association, Inc., (AOTA) is a national organization which offers many services including several publications such as *the American Journal of Occupational Therapy* and *OT Practice*, current practice information, continuing education, and employment services.

Address: American Occupational Therapy Association
 7501mWisconsin Ave, Suite 510E
 Bethesda, MD 20814-6519
 Members: 1-800-SAY-AOTA (729-2682) & press 0
 Non-members: (301) 652-6611

Each state also has its own OT organization. The Ohio Occupational Therapy Association, Inc., (OOTA) represents the concerns of Ohio OT and OTA practitioners. They produce a monthly newsletter which keeps you informed of events in Ohio, issues important to Ohio OTA’s, and job openings. They sponsor a lobbyist who helps ensure that third party insurers pay for OT services and represents OT concerns to the Ohio Legislation. They also may have monthly district meetings and an annual conference.

Address: Ohio Occupational Therapy Association, Inc.
 P.O. Box 693
 Canal Winchester, OH 43110-0693
Phone: (614) 980-2850 (text only)
Fax: (888) 670-7224
Email: ootacert@gmail.com

Student OT Association

The Student Occupational Therapy Association (SOTA) is an organization open to all students enrolled in the occupational therapy programs at Shawnee State and the university as a whole. SOTA is a great way to get involved in the Occupational Therapy profession since your participation in SOTA builds skills and friendships outside of the classroom, which are very beneficial to beginning the foundation of your professional career. There are no membership dues, and meetings are scheduled each semester. The organization’s general goals are:

To provide a forum for Occupational Therapy Assistant students to promote occupational therapy in the community and the University;

- a) To provide opportunities for students to network and develop professional skills which complement academic coursework; and
- b) To provide access to resources which enhance personal and professional growth.

Each year during the first term, elections are held for President, Vice President, Treasurer, and Secretary. This group, in coordination with faculty advisor(s), and the membership, then determines goals and activities for the year. Some examples of SOTA activities are: New OTA Student Orientation (Fall Semester), Occupational Therapy promotional activities (such as a booth/table in the University Center during OT month), annual student recognition banquet, social activities (such as cookouts and picnics), and organizing study groups. Meeting announcements will be posted in the lab. For additional information contact:

SSU: Erica Parsley, MOT, OTR/L and Melissa Robinson, MS, COTA/L Faculty Advisor's

SSCC: Lisa Whitten, MOT, OTR/L Faculty Advisor

Problem Solving

In the rare event that a problem occurs regarding your participation in the program, please follow the appropriate chain of command.

First level - Instructor of the course in question

Second level - OTA Program Director

Third level – Chair, Department of Rehabilitation and Sport Professions

Fourth level - Dean, College of Professional Studies

Fifth level - Provost

Remember, when you involve parents or significant others in the problem-solving process, you put the faculty in a compromising position. **We are bound by law to keep information regarding your education confidential.** As such, we are not free to discuss your matters with anyone but you. Students must sign a FERPA release form in the registrar's office to designate person(s) to release information to.

Be advised that academic freedom dictates that no person other than the course instructor may change a grade.

Phone Calls

Students are not permitted to use the OT faculty's or the secretary's phones for personal calls.

When assigned to a fieldwork experience, students should not make or receive personal phone calls during regular working hours.

Students will turn OFF cell phones and/or electronic devices during class, or set to silent for incoming emergency calls with instructor permission only. NO text messaging during class or clinical lab time. NO cell phones out during tests or quizzes. Abuse of policy may result in disciplinary action as outlined in the Student

Handbook (see Disciplinary Policy).

Additional Information

SSU Bookstore

The Bookstore is located in the University Center. Besides books being purchased there, supplies, graduation gowns, etc., are ordered and bought through the Bookstore. Once something is ordered, you are **required** to purchase it as soon as it arrives; otherwise, you will not be able to graduate until such a purchase is made.

SSCC Bookstore

The Southern State Community College Bookstore is located in the 200 Hallway of the Central Campus. Besides books being purchased for your General Education Requirements, you may also purchase supplies and SSCC items there.

Bursar's Office

The Bursar's Office is located on the second floor of the University Center. All fees, health insurance, and student financial matters will be handled there. Failure to pay parking fines, tuition, etc., may result in holding grades. Tuition and fees must be paid prior to the first day of each semester in order for the student to be covered under the University's liability insurance. Students with unpaid fees will not be allowed to participate in laboratory or clinical experiences.

SSCC Business Office

The Business Office is located through the double doors at the end of the 100 Hallway. All payments for students of the SSU/SSCC OTA Program will be billed through SSU. SSCC will send a bill to SSU and SSU will reimburse SSCC with financial aid unused for the SSU courses. Any courses in which there is an excess of tuition/fees not covered under financial aid will be the responsibility of the student.

Cafeteria

The on-campus restaurant (Bear's Den) is located in the University Center. During fall and spring semesters, the hours of operation will be Monday through Thursday, 7:30 a.m. - 7:00 p.m., Friday, 7:30 a.m. – 6:30 p.m., and Saturday-Sunday, 11:00a.m. – 6:00 p.m. The restaurant has indoor dining facilities. Please consult with University schedules since hours are subject to change.

Vending machines are available at all times in the following locations: The Commons and Massie Hall, Vern Riffe Center for the Arts, Rhodes Athletic Center, University Center, Advanced Technology Center, Kricker Hall and the Health Sciences building.

Library

The Clark Memorial Library is a place for the student to both study and research material. There are informative resource books and periodicals related to health sciences and occupational therapy. Learn to use the library and its resources, and you will have a powerful friend in your quest for knowledge. The library has easy access to inter-library loan and internet resources.

Reserved books cannot be removed from the library. Each semester, assigned readings may be on closed reserve in the library and may be checked out for use in the library.

Grades and diplomas **are held** if a book is not returned.

SSCC Library

The Central Library is a place for the student to both study and research material. There are informative resource books and periodicals related to health sciences. Learn to use the library and its resources, and you will have a powerful friend in your quest for knowledge. The library has easy access to inter-library loan and internet resources.

Student Parking

Students can only park in areas marked student parking. Violators who park in faculty/staff/visitors/dental patient/or handicapped parking areas **will be towed** away by the city of Portsmouth at the car owner's expense. The cost to get your car back may exceed \$40.00.

Tutoring Service

The tutoring service is offered by the Student Success Center. Tutoring is available for any student at Shawnee State University. It is free of charge and has proven most beneficial to the students who have used the tutoring program. If you are having difficulty in any course, tell the instructor and the instructor can immediately initiate a request of a tutor for you in that course. **IF YOU NEED HELP, ASK FOR HELP.**

SSCC Tutoring Service

The tutoring service is offered within the library in the Tutorial Lab. If you need help, please go to the SSCC website under 'Departments', then 'Tutoring Center', then 'Tutoring Registration'. You will be contacted by Jackie Potts after filling out the online form.

Fieldwork

EXXAT is an education management system for health sciences programs and one that we have adopted to use beginning with our 2018-19 cohort. This system will enable us to be more efficient in processing placements while helping to optimize clinical education management. You will be introduced to EXXAT prior to your first fieldwork assignment where you are on your own with a supervisor at an approved facility. This is the system we will use for making your placement and you will use for logging your time and submitting evaluations of your fieldwork educators and/or fieldwork experience. You will be given training and password protected access prior to fieldwork experiences where you need to use EXXAT.

Academic Requirements Fieldwork for Fieldwork

For Level II Fieldwork, students are required to have successfully completed all OTAT and other courses in the curriculum as indicated by a minimum 2.5 GPA prior to participating in Fieldwork II courses (OTAT 2390-2490).

Acceptance of Fieldwork Assignments/Scheduled Start/End Times

If a student refuses a fieldwork placement, he or she will be dismissed from the program. Students must adhere to facility start and end times (as determined by fieldwork educators).

Fieldwork Acknowledgment Form

Upon entering the program, students are provided with the Fieldwork Acknowledgment Form. This form is designed to inform students of related expectations and responsibilities. The related form is located in Appendix G.

Criminal Background Checks

Upon entering the program, students are required to complete an annual Federal Bureau of Investigation and Ohio Bureau of Criminal Investigation (*or state of residence*) background checks. Please note, updated criminal background checks **must be received by the program one year from the initial completion date.**

Background checks must be submitted to:

**Shawnee State University
Occupational Therapy Assistant Program
Attention: Academic Administrative Assistant
940 Second Street
Kricker Hall, Office 101
Portsmouth, Ohio 45662**

If an FBI or BCI Background Check reports that a student may not meet the qualifications for licensing/employment, students will be required to submit a rap sheet to the OTA program. Student will need to contact NBCOT for an early determination to

verify eligibility to sit for the NBCOT exam

Some fieldwork sites may require additional FBI/BCI background checks (*e.g., thirty days prior to the affiliation start date*). As a condition of lab/fieldwork experiences, students are required to complete these background checks in a timely manner. Students must incur the cost of these additional background checks.

The University's Department of Public Safety can complete these background checks on behalf of students. Please access the related hyperlink for additional information.

<http://www.shawnee.edu/offices/public-safety/services.aspx>

CPR/First AID Certification

For CPR certification, students must complete an **American Heart Association Healthcare Provider** course [specifically **Basic Life Support (BLS)** for Healthcare Providers]. A copy of the Card or eCard must be uploaded to EXXAT.

American Heart Association First Aid is required. To access the American Heart Association website, please go to www.heart.org.

Both of the preceding requirements must be renewed biannually. Students cannot participate in lab or fieldwork experiences without current CPR and First Aid Certification.

Bloodborne Pathogens and HIPAA Certificate of Training

As part of the academic program, students are required to complete Bloodborne Pathogen and HIPAA training modules. These are typically completed on campus. Upon completion of these modules, students will receive a certificate of completion from program faculty. Students are required to upload this Certificate to EXXAT.

Attendance Policy as Related to Fieldwork

If a student is going to be late or absent, he or she must provide advance notification to the academic fieldwork coordinator and fieldwork educator. If a student fails to do so, the fieldwork experience will be terminated, and the student will be subsequently dismissed from the program. Students may appeal the dismissal using the related process described in the OTA Student Handbook.

The scheduled fieldwork calendar may differ from the SSU calendar. Students will most likely be expected to participate in the fieldwork experience when SSU is closed for holiday observances, spring break or inclement weather.

If a student is unable to attend fieldwork secondary to a religious observance or holiday, he or she must notify the academic fieldwork coordinator and fieldwork educator(s) in advance (ideally at the start of the fieldwork rotation). The student is also responsible for rescheduling the related absences.

If calamity days occur (e.g., snow days), students should plan to make up the related time. This may require extending the dates of the fieldwork rotation. In lieu of these possible extensions, students should then not plan to travel over spring break or for the first couple of weeks following graduation. At the discretion of the fieldwork educator, additional duties can be delegated to account for disruptions in fieldwork caused by calamity days.

In extreme circumstances, students can be excused for up to eight hours from a Level II fieldwork rotation. The related eight-hour absence must be properly communicated and approved by fieldwork educator accordingly. Please note, this is not regarded as a personal day and should not be referred to as such. Problems with transportation are regarded as unexcused absences/tardiness. It is the student's responsibility to resolve these problems.

Policy on Student Medical Information

The OTA Program does not forward student medical information to fieldwork sites unless the student signs a release allowing the Academic Fieldwork Coordinator to send the information uploaded by the student in EXXAT via a link that expires at the completion of the Fieldwork experience. If a student does not sign this release, the Academic Fieldwork Coordinator will provide the student with specific site requirements and it is the student's responsibility to provide all required documentation to the Fieldwork site. When initially contacting a site, students should specifically ask what additional information is required. Students need to promptly provide the requested information.

Physical Examination

Upon entering the program, students are required to have a physical examination by their physician. The verification of this exam must be documented on the Confidential Medical Record form. Students should upload this completed physical into EXXAT and maintain a copy of this form. Some facilities may require an updated physical examination. If requested, students need to promptly schedule an examination and utilize facility specific forms (if applicable).

PPD Tuberculin Skin Test

Upon entering the program, students are required to submit a Mantoux two-step tuberculin skin test. This involves getting two separate tests approximately one week apart from each other. A tuberculin skin test is then required annually. Some students may need to complete a chest x-ray to verify presence or absence of detectable disease. The related documentation must be uploaded to EXXAT for verification.

Vaccinations

Upon entering the program, students are required to submit immunization records

including a Hepatitis B vaccine consent/declination form. Students should maintain a copy of the related documentation because it may be requested by their fieldwork sites. Additionally, some fieldwork sites require students to have a flu and/or covid vaccination.

If students decline vaccinations for cultural/religious purposes, fieldwork sites may refuse their related participation based on facility policies to control infectious disease.

Covid Vaccination and Exemptions

Many fieldwork sites require students to be vaccinated for Covid prior to beginning fieldwork. It is the responsibility of the student to meet all requirements of their assigned fieldwork site. If a student chooses not to receive a Covid vaccine for religious or medical reasons, an approved exemption may be granted in applicable cases through Shawnee State University's Office of Accessibility. It is the student's responsibility to request the exemption form, follow the proper procedures for obtaining an exemption, provide all required documentation and to upload the approved exemption into EXXAT. It is the discretion of each fieldwork site to accept or reject exemptions. Although every effort will be made to find fieldwork sites that accept covid vaccine exemptions, the student must sign an acknowledgement form that the student may be required to relocate or delay fieldwork until a site can be found which will accept the exemption.

Living Outside the Portsmouth Area

Per the student handbook, students must prepare to live outside the Portsmouth area during both eight-week Level 2 fieldwork placements. Students, who refuse their assigned placements, ultimately forfeit their place in the OTA Program. In lieu of the number of students and available fieldwork placements, temporary relocation for Level II fieldwork placement may be necessary. Although students are frequently apprehensive about relocating, they typically find the experience to be rewarding.

Students are responsible for obtaining their own housing. Fieldwork sites typically do not provide housing. Fieldwork educators may, though, be able to provide suggestions regarding possible housing options.

Financial Issues

Although we are cognizant of economic factors impacting students, the related financial concerns will most likely not be weighted in determining fieldwork placements. Students are encouraged to discuss financial related issues with the Office of Financial Aid. Additionally, it is important to note that you may not have outside employment during your Level II fieldwork.

Confidentiality

When assigned to a clinical facility, it is imperative students respect the privacy of clients. Students cannot share personal information about a client. If a student shares information about a client and violates HIPAA regulations (in verbal or written communication), the student will be dismissed from the program. Students are not permitted to photograph clients. Additionally, students must be cognizant of who is present at a fieldwork site before they share client specific information.

In completing fieldwork assignments, student must abide by AOTA's HIPAA Guidelines for Fieldwork. Please refer to the following link:

<https://www.aota.org/Education-Careers/Fieldwork/Supervisor/HIPAA.aspx>

Communication During Fieldwork

All email communication must occur through the University provided MyMail accounts. The usage of this system allows for email correspondence to be on the same platform. It also ensures greater privacy and virus protections. Students are required to check and promptly respond to emails (within 24 hours) from both OTA faculty and fieldwork site staff.

A prompt reply for cell phone and text communication is also required. If a pattern of delayed communication emerges, students will initially receive a Feedback from Instructor Form. This unprofessional behavior could result in early termination of the fieldwork affiliation and subsequent dismissal from the program.

Required Fieldwork Documents/Fieldwork Assignments

Upon completion of both Level I and Level II Fieldwork, student must submit documents or related assignments outlined in the course syllabi, syllabi appendixes, or course schedules. If a student fails to submit a requested document or assignment, he or she will fail the course and be subsequently dismissed from the program.

Medical Information

The following medical requirement must be uploaded to EXXAT

Vaccination Records		
<input type="checkbox"/>	Varicella	<p>Acceptable evidence includes the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Documentation of 2 vaccinations, or <input type="checkbox"/> Positive antibody titer, or <input type="checkbox"/> History of disease (<i>must be signed by healthcare provider</i>) <p>*In process administration of vaccinations is acceptable</p>
<input type="checkbox"/>	Measles, Mumps, and Rubella	<p>Acceptable evidence includes the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Documentation of 2 vaccinations, or <input type="checkbox"/> Positive Antibody Titer
<input type="checkbox"/>	Tetanus	<ul style="list-style-type: none"> <input type="checkbox"/> Full Tdap (<i>Td or Tetanus not accepted</i>) <input type="checkbox"/> Vaccination must have been administered within the past 10 years
<input type="checkbox"/>	Hepatitis B	<ul style="list-style-type: none"> <input type="checkbox"/> 3 vaccines, or <input type="checkbox"/> Positive Antibody Titer, or <input type="checkbox"/> Declination Form signed by student <p>The Declination Form can be accessed by the following hyperlink:</p> <p>https://drive.google.com/open?id=0B92uHBXDspS2SzRZdkFYVHFfOTQ</p>
<input type="checkbox"/>	Influenza Vaccine	<p>Students must submit documentation of an influenza vaccination during the current flu season (<i>September-March</i>). <i>This cannot be completed prior to student orientation. A declination form must be signed by a healthcare provider.</i></p>
<input type="checkbox"/>	Covid Vaccine	<p>Students must submit documentation of covid vaccination (booster may be required by fieldwork site) or an approved exemption from SSU Office of Accessibility</p>

Appendix A:

SSU OTA Program Student Code of Ethics

STUDENT CODE OF ETHICS

Students shall:

1. Use their own knowledge and skill to complete examinations without referring to others' answers, old examinations, class notes or other references, unless specifically permitted by the instructor. They shall not cheat.
2. Use their own knowledge to write major papers or compile research information. They shall not plagiarize, quote or copy other persons' (including classmates) work without giving proper recognition as stated in a standard style manual. (e.g. A.P.A)
3. Respect opinions of instructor and other learners. They shall not insult, slur or degrade instructors, other health professionals or students. (This ethics statement does not infringe upon a student's right to raise questions and request clarification but does modify the manner in which the question or clarification is brought forth.)
4. Respect the limited resources of textbooks, library books, reprints, and journals. They shall not mutilate, deface, damage or withhold resources for their own use.
5. Conserve limited resources by using only supplies needed for completion of assignments and maintain equipment in good working order. They shall not waste supplies or misuse equipment.
6. Assist in maintaining class and laboratory rooms in good order. They shall not leave these rooms dirty or in disarray or disorder upon completion of their assignments in each room.
7. Complete all assignments by the scheduled date and time or make satisfactory arrangements with the course instructor for an extension. They shall not expect to receive equal consideration in grading unless such arrangements are made.

8. Observe all safety procedures when working with patients and equipment whether in class, clinic, or patient's home. They shall not endanger the safety and welfare of patients, other students or faculty and staff.
9. Observe all policies and procedures established by the Department of Occupational Therapy and all fieldwork facilities. They shall not exempt themselves without specific permission by a faculty member or clinical supervisor.
10. Respect the confidentiality of patient information regardless of source (patient, therapist, records, charts). They shall not repeat information outside of the classroom, clinic or facility. They shall not make written reports outside of the clinic or facility in which any part of the patient's name appears except initials. They shall not engage in inappropriate relationships with patients.
11. Work in cooperation with and with respect for other students and health care team members. They shall not interfere with or obstruct the rendering of the services provided by other students and healthcare members.
12. Protect the property and property rights of the facility, clinic and patient. They shall not remove or borrow any property without permission and shall not damage or misuse property while in the facility, clinic or home.
13. Respect other students' projects. They shall not handle, steal, alter, deface, or otherwise harm another student's project, especially in a manner which might cause the project to receive a lower grade by the instructor.
14. Respect each faculty member's space and time by observing office hours and personal lives.
15. Abide by the current AOTA Code of Ethics.

AOTA 2020 Occupational Therapy Code of Ethics:

https://research.aota.org/ajot/article/74/Supplement_3/7413410005p1/6691/AOTA-2020-Occupational-Therapy-Code-of-Ethics

Appendix B:
SSU OTA Program
Dress Code

DRESS CODE

Professionalism includes both behavior and appearance. The following dress code outlines what is expected of students for a professional and functional appearance while enrolled in the Occupational Therapy Assistant program at Shawnee State University. If in doubt with ANY aspect of this policy, discuss it with instructors BEFORE arriving at a clinical site.

The following dress code MUST be adhered to for ALL Level I (OTAT 1112, 2190 and 2290) Fieldwork. This dress code is also appropriate for Level II Fieldwork (OTAT 2390-2490); however, students must adhere to any and all dress code policies of the assigned facilities/agencies for Level II Fieldwork. This dress code is also required, unless instructed otherwise, when representing the Occupational Therapy Department and Shawnee State University during other learning experiences, such as field trips, presentations, community assignments, SOTA functions, etc.

Failure to adhere to the dress code may result in the student being asked to leave the Level I Fieldwork site or assigned learning experience. Infractions in the dress code during other learning experiences, (i.e., field trips, other community assignments, etc.) may result in disciplinary action, including being asked to leave the assignment. Students are responsible for working with instructors/supervisors to determine if they are permitted to make up missed learning experiences. Absences in learning experiences (Level I Fieldwork or other assignments) may affect overall grade.

Dress Code:

Students are to wear the following:

- a. Black, gray or navy blue polo shirt (must have a collar and buttoned placket, long or short sleeved, but not sleeveless); may have SSU Occupational Therapy embroidered logo. Shirts may be pique or jersey knit type, with banded or hemmed sleeves. NO other types of shirts may be worn. If more warmth is needed, a long sleeved, solid color (black, white, or navy blue) cardigan type sweater, with buttons) may be permitted
- b. Tan khaki pants: pleated or un-pleated; neatly hemmed or cuffed. **No** cargo type pants, no legging, jegging or skinny fit type, un-hemmed pant legs or tan denim type material permitted. If a belt is worn, the belt must be a solid color (leather, or navy blue fabric), clean, neat, without excess trim and without large (more than 2" diameter) belt buckles.
- c. White, black, brown, or navy blue socks only. Socks or hosiery MUST be worn at all times; no bare legs allowed at any time.

- d. Shoes must be oxford or loafer type (tie style), leather type, closed heel and closed toe, with FLAT NONSKID soles; sole and/or heel height may not exceed 1" (no platform type soles or heels of any type). Clean white or black oxford type sneakers permitted as long as they have no excess trim or color, and are not high tops. No canvas type material.
- e. Name tag MUST be worn at all times on the left chest of shirt. The program provides the first name tag. Replacements must be ordered through the program secretary BEFORE a Fieldwork assignment begins, or as soon as possible if lost. Student is responsible for cost of replacement name tag.
- f. Grooming: During all Fieldwork experiences:
 - Hair must be neatly styled. If at or longer than shoulder length, hair must be tied back (male and female).
 - Nails must be neat, and trimmed short. Nail biting will not be tolerated. No acrylic nails permitted.
 - Jewelry may consist of wedding rings, watches, small earrings (1 pair only and must be less than ½" in length or post type). Other finger rings are not to be worn because they interfere with sanitary hand washing.
 - No other body piercing or jewelry which is visible to the patient may be worn.
 - Never wear cologne, perfume, or after shave. Good personal hygiene is expected.
 - Makeup (including nail polish) must be in neutral colors and understated in application.
 - Hair must be of natural color, no pink, blue, green, purple or other non-natural colors. If questions, please consult with program director or faculty.
 - Clothing must be clean, pressed and fit appropriately.
 - Tattoos: students must adhere to the requirements of each fieldwork site and may be required to cover tattoos

:

During OTAT labs, students must adhere to grooming guidelines. Clothing for labs and classes may be casual. Specific dress codes (as outlined in course handouts) must be adhered to during media classes for safety, and during other labs for practice of procedures. Students are responsible for providing smocks or shirts to cover their clothing during media classes. NO OPEN TOE or OPEN HEEL shoes, jewelry, loose clothing, or long hair that is not tied back are permitted in the Clinical Lab setting at any time.

Warm weather dress code:

No halter tops or tube tops. No short shorts including short gym shorts or short dresses. If in question consult program director or course instructor. Remember this is a professional program and professional dress encourages professional attitude and behavior.

Instructors, the Program Director, or Fieldwork Supervisors may request that a student take action for any infractions of the dress code policy. Repeated infractions of any aspect of the dress code will result in disciplinary action as outlined in the Student Handbook.

Appendix C:

SSU OTA Program

Consent Form - Employer Follow-up

SHAWNEE STATE UNIVERSITY
OCCUPATIONAL THERAPY PROGRAM
CONSENT FORM

I, _____, do hereby grant my
(print student name here)
permission for the Shawnee State University Occupational Therapy Assistant Program to contact my employer(s), following my graduation, in order to obtain information regarding my job performance. I understand that the information is to be used for program evaluation and that I will remain ANONYMOUS and that the results will not affect my employment status or my standing with the educational program.

Agreed to by: _____ Date:
(Student Signature):

Appendix D:
SSU OTA Program
Handbook Acknowledgment Form

Handbook Acknowledgment Form

I have read the student handbook. I understand the policies and ethical standards enumerated. I agree to abide by these policies/ethical standards in both didactic and fieldwork settings. I understand this form must be uploaded to EXXAT by September 1st of Fall Semester (first year).

Signature of Student

Date

Appendix E:
SSU OTA Program
Advising Form

Advising Form

Occupational Therapy Advisor/Student responsibilities

1. Advisors have a responsibility to meet with their student's minimum of one time during each semester of the student's participation in the Occupational Therapy Assistant Program. At one of these meetings, degree audits will be prepared and discussed with the students for career planning.
2. Students have a responsibility to meet with their advisors a minimum of one time during each semester of their participation in the Occupational Therapy Assistant Program. At one of these meetings, they will be made aware of their degree audit and consequences occurring (if any).
3. All student/advisor meetings will be recorded and placed in the student's file. A copy of the degree audit will also be placed in the student's file. Any student development plans may be enhanced and remodeled at this time if appropriate.
4. Students and Advisors have responsibilities to one another and to faculty to make sure all are aware of any problems that arise that may affect the student's success in any coursework in the Occupational Therapy Assistant Program.

Student: _____

Advisor: _____

Appendix F:
SSU OTA Program
Fieldwork Acknowledgment Form

Student Name: _____ **Date:** _____

By initialing the following statements, I am acknowledging the related information has been reviewed, and I am agreeable to all enumerated terms.

Fieldwork Acknowledgment Form

_____ I understand that a minimum of 16 weeks' full-time Level II fieldwork is required. This may be completed on a part-time basis, as defined by the fieldwork placement in accordance with the fieldwork placement's usual and customary personnel policies, as long as it is at least 50% of an FTE at that site.

_____ I understand that Level II fieldwork can be completed in a minimum of one setting if it is reflective of more than one practice area, or in a maximum of three different settings.

_____ I understand that fieldwork placements are part of the occupational therapy educational program and do not pay salary, wages, or provide other means of compensation.

_____ I understand that I will be responsible for my own transportation to and from all lab/fieldwork experiences.

_____ I understand some lab and Level I Fieldwork experiences may require travel exceeding 70 miles one way.

_____ I understand Level II Fieldwork consists of two eight week rotations. The related fieldwork experiences are consistent with full time employment and may include additional duties completed outside the scheduled workday.

_____ If a fieldwork affiliation is interrupted by calamity days or a scheduled break, I understand that I may have to start the scheduled fieldwork prior to the established start date or extend beyond the slated end date. *(Please note, this typically*

require students to complete their Level II fieldwork during the University's spring break.)

_____ I understand, that as part of Level II fieldwork, I may be required to relocate outside the Portsmouth area and incur the related costs to do so.

_____ I understand financial concerns are generally not considered when determining fieldwork placements as they are typically cited by all students as a limiting factor. I have been instructed to discuss financial related issues with the Office of Financial Aid.

_____ Due to the demands of Level II Fieldwork, I understand that I **may not** have outside employment.

_____ I understand decisions regarding fieldwork placements are at the sole discretion of the faculty and Program Director of the Occupational Therapy Assistant Program.

_____ I understand that I cannot complete Level I or Level II fieldwork at sites in which family or friends are employed. I understand I must disclose this information to the Academic Fieldwork Coordinator.

_____ I understand I cannot complete Level I or Level II fieldwork at sites in which I am or have been employed.

_____ I understand, that as a provision of Level I and Level II Fieldwork, I must complete a background check annually. I also understand some facilities may require a background check be completed 30 days prior to the start of the fieldwork affiliation. If requested, I will be expected to incur the related costs.

_____ I understand, that as a condition of both Level I and Level II Fieldwork, I may be required to submit to a drug screening (*at the facility's request*). I also understand I may be required to incur the cost of this testing. Although some facilities complete the drug screenings internally, other fieldwork sites may require the screenings be completed

by outside providers. If an outside provider completes the screening, students should verify the following: the number of panels required; how the screening should be submitted to the facility (*directly from the student or from the outside provider completing the screening*); and to whom the results should be forwarded (*e.g., the human resource department, the director of rehabilitation*). Students should prepare to incur the cost of the related drug testing. Although the cost varies depending on the number of panels completed, students have reported the drug screenings have cost approximately \$60.

If the fieldwork site does not allow the student to participate in the fieldwork affiliation secondary to drug screening results, the student must have the provider of the screening submit the results directly to the program. If a student declines to do so, he or she will be dismissed from the program. Please note, if a screening indicates usage of illegal or unprescribed drugs, the student will be dismissed from the program.

_____ I understand I am required to submit results of TB test results annually.

_____ I understand I must have valid CPR certification throughout my enrollment in the program.. I understand CPR certification must be completed through an American Heart Association Healthcare Provider course.

_____ I understand I must have valid First Aid certification for infant, child, and adult throughout my enrollment in the program. This must be completed through an American Heart Association Healthcare Provider course.

_____ I understand that I will be required to receive a covid vaccine or an approved covid vaccine exemption (must be religious or medical exemption approved by the Shawnee State University Office of Accessibility

_____ In addition to uploading all required documentation to EXXAT. I understand that I am required to maintain a hard copy of all documentation submitted to the program. I further understand that I must be able to readily produce this documentation at all lab and fieldwork affiliations.

_____ If EXXAT rejects a document, I understand that I must contact EXXAT to resolve the matter.

_____ Throughout the duration of the program (*particularly during fieldwork*), I understand I am required to check my email daily and respond to emails from the OTA faculty, fieldwork educators, and fieldwork site staff promptly (*within 24 hours*).

_____ I understand all email communication must occur through Shawnee State University MyMail accounts. This usage of this system allows for all email correspondence to be on the same platform. It also ensures greater privacy/virus protections.

_____ I understand, that if a pattern of delayed communication emerges during fieldwork, I will receive a Feedback Form from Instructor. I further understand the continuance of this unprofessional behavior could result in early termination of my fieldwork affiliation and subsequent dismissal from the program.

_____ Fieldwork sites can recommend the withdrawal of a student if: 1.) the achievement, progress, adjustment of health of the student does not warrant continuation at the Facility; or 2.) the behavior of the student fails to conform to the applicable regulations of the Facility.

_____ The University's ADA Statement and the program's technical standards were reviewed during the program's orientation. I understand, that with a documented disability, I can request accommodations for fieldwork in addition to the classroom setting. Fieldwork sites do not have to provide fieldwork accommodations to students. Although every effort will be made to find a fieldwork site willing to provide the requested accommodations, this cannot be guaranteed.

_____ I grant the Academic Fieldwork Coordinator permission to send a link to my EXXAT documents (including health information uploaded by me to EXXAT) to a fieldwork site if required by site prior to my placement. This information will be sent via a link to EXXAT profile and the link will expire upon the completion of fieldwork.

_____ I agree to provide all necessary documentation to all Fieldwork sites upon request including health information.

Signature: _____ Date: _____

Printed Name: _____

Appendix G:
SSU OTA Program
Technical Standards

Shawnee State University

Technical Standards for OTA Program

In order to acquire the knowledge and skills needed to practice as an occupational therapy assistant, individual's must have non-academic skills in the following enumerated standards.

Sensory/Motor Standards

- Position/handle a person
- Assist a person with activities of daily living (*e.g., lower extremity bathing, upper extremity dressing, transfers*)*
- Engage/support a person in completion of gross motor activities
- Engage/support a person in completion of fine motor activities
- Move within an accessible environment to support a person and acquire equipment
- Support another individual in a variety of positions (*including but not limited to bed, chair, wheelchair, mat, floor, toilet, tub, and car*)*
- Demonstrate the endurance needed to work the equivalent of full-time employment during Level II fieldwork
- Competently perform cardiopulmonary resuscitation (*CPR*) per American Heart Association guidelines
- Observe factors that could impact functional independence/safety (*including but not limited to motor, sensory, cognitive, and behavioral factors*)*
- Respond to facility codes (*announcements*), patient call lights (*auditory alarms*), and other environmental alarms*
- Detect muscle tone, skin quality, and body temperature variations
- Use sensation to identify anatomical landmarks

Cognitive Standards

- Sustain attention/concentration for demanding tasks
- Comprehend lecture material and apply related knowledge to lab and fieldwork experiences
- Complete multi-step activities during lecture, lab, and fieldwork experiences
- Comprehend and retain information provided in a written format (*e.g., textbooks, web based reading, handouts, and medical charts*)*
- Synthesize previously learned material with newly introduced concepts
- Conceptually breakdown activities into sequential steps
- Reference previously completed course material to support performance in the fieldwork setting
- Readily identify and respond to safety hazards within an environment

- Prioritize tasks to be completed in both academic and fieldwork settings

Communication Standards

Verbal/Nonverbal

- Communicate effectively in English
- Use communication skills to collaborate with OTA faculty, fellow students, fieldwork educators, clients, family members of clients, and other professionals*
- Communicate and respond sensitively to clients from diverse backgrounds
- Communicate in a clear, organized, and professional manner during classroom presentations, small group settings, and formal meetings (*e.g., staffings in the fieldwork setting*)*
- Recognize, interpret, and respond appropriately to nonverbal communications

Written

- Complete written course assignments and client documentation in English
- Use proper grammar and spelling in written course assignments and fieldwork site documentation
- Compose written assignments/examinations, fieldwork documentation, and written communications in a professional tone
- Complete written assignments (*e.g., examinations, fieldwork documentation*) in a timely manner*

Social-Emotional/Behavioral Standards

- Demonstrate a genuine concern for others
- Demonstrate consistent attendance/and punctuality in both academic and fieldwork settings
- Initiate tasks
- Project a positive attitude
- Demonstrate the ability to work autonomously
- Demonstrate the ability to work effectively in small groups
- Demonstrate flexibility with variables including but not limited to schedule, situational changes, and environmental factors*
- Maintain a calm and professional disposition when dealing with multiple expectations/demands
- Maintain focus on a person (*with safety being paramount*) in the presence of multiple demands/extraneous stressors
- Possess the interpersonal skills needed to effectively interact with program faculty, fellow students, clients, family members of clients, fieldwork educators, and community members*

- Respect varying viewpoints
- Demonstrate tact and sensitivity when working with diverse groups of people (*e.g., race, religion, sexual orientation, and socioeconomic status*)*
- Present a professional image and maintain a high level of personal hygiene (*due to close personal contact with clients*)
- Accept and reflect on feedback provided by others (*including but not limited to faculty, fellow students, fieldwork educators, and clients*)*
- Ability to follow policies and procedures as outlined by the OTA Student Handbook
- Consider ethical factors with all actions/decision making

Computer Access Related Standards

- Independently access a computer
- Demonstrate basic computer skills (*e.g., word processing software, presentation software, Internet usage, and email*)
- Ability to learn new computer software programs (*e.g., computerized documentation system*) requiring multiple steps*

** The technical standards denoted with an asterisk contain examples. The examples provided are intended to provide clarification. They include but are not limited to the examples provided.*

Acknowledgment of Technical Standard Requirements

Technical standards are foundational skills essential for meeting the academic and fieldwork demands. If a student requires accommodations to meet the enumerated standards, he or she can request reasonable accommodation per the stated process outlined in the University's ADA Statement.

University's ADA Statement

University ADA Policy

Any student who believes they may need an accommodation based on a documented disability should first contact a Coordinator in the Office of Accessibility Services, Hatcher Hall, (740) 351-3608, to schedule a meeting to identify potential reasonable accommodation(s). Students are strongly encouraged to initiate the accommodation process in the early part of the semester or as soon as the need is recognized. The Office of Accessibility Services will gather relevant information and determine whether an

accommodation is warranted. When an accommodation is determined to be warranted, an accommodation letter will be sent to the instructor(s) and student via secure e-mail prior to the semester start date, when possible, or as soon as is feasible. The Office of Accessibility Services will not disclose the nature of any disability with instructor(s); if the student wishes to discuss the disability with one or more instructors, they may do so. Any questions regarding the academic accommodation on the letter should be addressed to the Coordinator of Accessibility Services. If a student does not make a timely request for academic accommodation and/or fails to meet with the Coordinator of Accessibility Services, a reasonable accommodation may be denied or delayed.

By signing below, the student acknowledges he/she has received and reviewed the provided technical standards.

Student

Name: _____

Signature: _____ **Date:** _____

OPTIONAL: If a student needs clarification with the program's technical standards, they can address their questions below.

Appendix H:
SSU OTA Program
Online Social Networking Form

**Shawnee State University
Occupational Therapy Assistant Program**

Review of Appropriate Online Social Networking

I, _____, S/OTA received education on appropriate **Online Social Networking** (OSN). I have been advised as to what is appropriate and what is inappropriate with patients, clinical sites, faculty, OTA program, other clinicians and other professionals that I may come in contact with. As a result of this education on OSN, I am fully aware that any breach of conduct regarding OSN is grounds for immediate dismissal from the Occupational Therapy Assistant Program.

The Occupational Therapy Assistant Program promotes a zero tolerance for any inappropriate behavior of any type that has the potential to harm the OTA Program, clinical sites, faculty, clinical instructors, or other professionals of multiple disciplines.

By signing below, I acknowledge that if I instigate or participate in such behavior that I will be immediately dismissed from the OTA Program. I further acknowledge that it is my ethical duty to report any evidence of inappropriate use of OSN by my peers. I have also been advised to refer to my Occupational Therapy Assistant Handbook.

Student: _____

Program Director: _____

Date: _____

Appendix I:

SSU OTA Program

Covid Vaccination/Exemption for Fieldwork Form

Shawnee State University Occupational Therapy Assistant Program

Covid Vaccination for Fieldwork

I understand that I will be required to be vaccinated for Covid OR obtain an approved exemption through the Office of Accessibility Services at Shawnee State University in order to be placed for Fieldwork. Requirements vary between Fieldwork sites and are subject to change. Once placed for Fieldwork, it is MY responsibility to meet all requirements of that site (including vaccination requirements, clean drug screen, etc). Failure to meet the requirements of my assigned Fieldwork site can result in dismissal from the OTA program. I understand the Academic Fieldwork Coordinator will make effort to find a site that will accept a Covid vaccination exemption but that cannot be guaranteed and may result in a delay in my placement.

X_____

Student Signature

Date

Appendix J:

Release of Medical Info. On EXXAT

Release of Medical Info. On EXXAT

I grant permission for the SSU OTA Program to send my uploaded EXXAT information to my assigned Fieldwork sites as required. I understand that a link will be sent to each Fieldwork site that will expire at the completion of my Fieldwork experience. The link will allow the assigned Fieldwork site to view my EXXAT profile and uploaded documents. I understand that if I do not sign this release, I will be responsible for providing all requested documents and health records to the Fieldwork site myself prior in a time frame determined by the Fieldwork site to be successfully placed.

X _____

Student Signature

Date

Appendix K:

SSU OTA Program

**American Occupational Therapy Association
Code of Ethics**

AOTA 2020 Occupational Therapy Code of Ethics

Preamble

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

The Code is an AOTA Official Document and a public statement tailored to address the most prevalent ethical concerns of the occupational therapy profession. It sets forth Core Values and outlines Standards of Conduct the public can expect from those in the profession. The Code applies to all occupational therapy personnel¹ in all areas of occupational therapy and should be shared with relevant stakeholders to promote ethical conduct.

The Code serves two purposes:

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

Whereas the Code helps guide and define decision-making parameters, ethical action goes beyond rote

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

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

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

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

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

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

Core Values

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

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

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

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

Principles

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

Principle 1. Beneficence

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

The Principle of *Beneficence* includes all forms of action intended to benefit other persons. The term *beneficence* has historically indicated acts of mercy, kindness, and charity (Beauchamp & Childress, 2019). Beneficence requires taking action to benefit others—in other words, to promote good, to prevent harm, and to

remove harm (Doherty & Purtilo, 2016). Examples of Beneficence include protecting and defending the rights of others, preventing harm from occurring to others, removing conditions that will cause harm to others, offering services that benefit persons with disabilities, and acting to protect and remove persons from dangerous situations (Beauchamp & Childress, 2019).

Principle 2. Nonmaleficence

Occupational therapy personnel shall refrain from actions that cause harm.

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

Principle 3. Autonomy

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

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

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

Principle 4. Justice

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

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

Principle 5. Veracity

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

The Principle of *Veracity* refers to comprehensive, accurate, and objective transmission of information and

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

Principle 6. Fidelity

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

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

Standards of Conduct

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

Table 1. Standards of Conduct for Occupational Therapy Personnel

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

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

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

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

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

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

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

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

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

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Revised by the AOTA Ethics Commission, 2020

Adopted by the Representative Assembly, November 2020

Note. This revision replaces the 2015 document *Occupational Therapy Code of Ethics (2015)*, previously published and copyrighted in 2015 by the American Occupational Therapy Association in the *American Journal of Occupational Therapy*, 69, 6913410030. <https://doi.org/10.5014/ajot.2015.69S03>

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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