

OCCUPATIONAL THERAPY ASSISTANT TECHNOLOGY PROGRAM



STUDENT HANDBOOK

**Kent State University
College of Applied & Technical Studies
Associate of Applied Science
East Liverpool Campus
2020-2021
Graduation Class of 2022**

TABLE OF CONTENTS

INTRODUCTORY LETTER.....	1
PROGRAM DIRECTORY	2
SPONSORING INSTITUTION & PROGRAM ACCREDITATION	3
CURRICULUM DESIGN, MISSION, PHILOSOPHY	4
PROGRAM PHILOSOPHY.....	4
CURRICULUM DESIGN, PROGRAM GOALS, STUDENT LEARNING OUTCOMES.....	5
PROGRAM OBJECTIVES.....	8
ESSENTIAL FUNCTIONS FOR THE OTA STUDENT	9
OCAT PROGRAM TERMINOLOGY	11
PROGRAM CURRICULUM AND PROGRESSION.....	12
Course Sequence	12
Course Descriptions	13
Progression Standards	16
Withdrawing from an OCAT Course or OCAT Program	16
Course Withdrawal.....	17
Registration Cancellation/Exiting the University	17
Program Readmission.....	17
Program Completion	17
Appeals Process / Grievance Procedure	18
Student, Faculty, and Program Complaints	18
Student Transfers.....	19
GRADUATION, CERTIFICATION, LICENSURE.....	20
Graduation Requirements	20
National Certification Examination.....	20
Licensure.....	20
EQUIPMENT, LABORATORY, AND CLINICAL SAFETY	22
Infection Control.....	22
Evacuation.....	22
Off-Campus Experiences	23
OCAT PROGRAM MANAGEMENT.....	24
Student Advisement	24
Absences/Tardiness	24
Off-Campus Outings	24
Fieldwork Attendance	25
Examination Policies.....	25
Competency/Lab Practicals Policies	26
Grading Policy.....	26

Plagiarism.....	26
PROFESSIONAL BEHAVIOR	28
Professional Rubrics.....	28
Disciplinary Actions.....	29
Program Dismissal	29
Procedure for Dismissal	29
Class and Lab Attire.....	30
POLICIES OF THE OCCUPATIONAL THERAPY ASSISTANT PROGRAM.....	31
General Information	31
Compliance, Equal Opportunity, and Affirmative Action.....	32
Students with Disabilities & Non-Discrimination.....	32
Student Accessibility Services.....	32
Counseling & Wellness Services.....	33
Sexual Misconduct	33
Writing Center.....	33
Early Alert System	33
Career Counseling and Services Center	34
Student Records.....	34
Directory Information.....	34
TUITION, FEES, AND OTHER EXPENSES	35
STUDENT SKILL & TECHNIQUE DEVELOPMENT	36
Class and Lab Participation.....	36
Student Skill and Technique Development	36
Medical History	37
New Medical Conditions.....	37
Contraindications	37
Voluntary Information.....	37
Medical Records.....	37
Background Check	38
Drug Testing.....	39
Change of Name/Address.....	39
Malpractice/Liability Insurance Coverage	39
Student Health Insurance Coverage	39
FIELDWORK EXPERIENCE.....	40
Purpose & Levels of Fieldwork.....	40
Location of Fieldwork Sites	40
Attendance Policy for Fieldwork.....	40
Clinical Hours	41
Fieldwork Manuals/Seminars.....	41
OCCUPATIONAL THERAPY ASSOCIATIONS	42
CODE OF ETHICS & ETHICS STANDARDS	43



Dear Occupational Therapy Assistant Student,

We would like to congratulate and welcome you to the Occupational Therapy Assistant Program Kent State University at East Liverpool. We are excited to nurture your learning as you pursue your education in a growing career and look forward to building professional relationships to enhance your experience as a student.

The Occupational Therapy Assistant Program at KSUEL will prepare you to become an entry-level practitioner with knowledge and professional skills required for a career as an occupational therapy assistant. The program requires dedication and commitment to learning materials over the course of 5 semesters. The next two years will be exciting, demanding, and very rewarding.

Occupational therapy is a quickly growing profession that offers a variety of traditional and non-traditional opportunities for program graduates. Our curriculum is designed to provide students with knowledge of occupational therapy practices through the life span. This prepares students with knowledge and abilities to work in a variety of settings.

This handbook will guide you through your journey in the program. It contains reference material for the following areas: rules and regulations, performance, testing, behavior, dismissal, and licensure.

Please note that this 2020-2022 handbook is a binding agreement for student performance and evaluations. The policies, procedures, and information are designed for your assistance and orientation, and may be subject to change. You are responsible for being aware of and the following policies detailed in this handbook. Please keep this handbook in a convenient location for future reference.

For a more complete description of student life, policies and regulations please refer to the most recent issue of the University's Undergraduate Catalog, Kent State University, Policy Register and Code of Student Conduct.

If you have any questions related to the OTA program, please feel free to schedule an appointment with the Program Director or faculty. We look forward to building a positive educational partnership with you!

Have a great two years!

The OTA Faculty

OCAT PROGRAM DIRECTORY

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SPONSORING INSTITUTION

Kent State University, accredited by the Higher Learning Commission, is responsible for the Occupational Therapy Assistant Technology Program on the East Liverpool and Ashtabula Campuses. These responsibilities include recruiting and appointing faculty, curriculum planning and development of course content, and coordination of classroom teaching. The University handles the admission process of students to the respective campuses, determines if students satisfactorily complete the OCAT Program before conferring the Associate of Applied Science to Program candidates. The University is also responsible for supervision of fieldwork practice and providing assurance that the practice activities assigned to students are appropriate to the program.

PROGRAM ACCREDITATION

The Kent State University at East Liverpool (KSUEL) associate-degree-level occupational therapy assistant program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 6116 Executive Boulevard, Suite 200, North Bethesda, MD 20852-4929. ACOTE's telephone number c/o AOTA is (301) 652-AOTA and its Web address is www.acoteonline.org. 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, all states require licensure to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. Note that a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.

CURRICULUM DESIGN, MISSION, PHILOSOPHY

Kent State University Institution Mission Statement

We transform lives and communities through the power of discovery, learning and creative expression in an inclusive environment.

Kent State University Occupational Therapy Assistant Program Mission Statement

The OTA program at KSU strives to transform students through the power of knowledge and the value of creative engagement resulting in competent, high quality professionals serving the needs of our community.

Occupational Therapy Assistant Program Philosophy

Our department has the following beliefs about occupational therapy. Humans are intrinsically motivated to master their environment through the successful performance in daily activities or “occupations” (purposeful and meaningful engagement in life activities). Mastery of occupations is usually achieved in the course of normal development with adaptive skills being learned sequentially. The program believes that occupational development occurs through sequential acquisition of skills. The student initially develops competency in psychosocial skills and theories, which are utilized throughout the curriculum and are therefore presented early in the program. The next step in occupational development is acquiring skills in physical dysfunction. Competency in pediatric populations requires the combination of the previously acquired knowledge with specialty skills and therefore this is presented later in the program. The KSU OCAT Program prepares students to address occupational needs of culturally diverse populations in facilities and the community.

Mental or physical illness or disability at any stage may interrupt the ability to successfully participate in occupations, tasks or activities and adapt to the environment. Occupational therapy encourages and facilitates occupations and occupational roles through the restoration or enhancement of function, adaptation of the environment and/or teaching compensatory techniques. The individual’s acceptable capacity to interact with the environment within the limitation of a disability will result in improved quality of life through the collaboration of the OT practitioner, client, and others. Occupational therapy also promotes health and wellness, the ability to participate in occupations and the occupational role for diverse populations at all stages of life (AOTA, Definition of Occupational Therapy for the AOTA Model Practice Act).

The program at Kent State University believes that learning is a dynamic developmental process involving one’s cognitive, affective, and psychomotor skills. Bloom’s Taxonomy or “learning domains” illustrates this process defining how students expand their knowledge and develop intellectual skills, grow emotionally, and acquire technical skills related to occupational therapy service delivery. Students are admitted into the program with varied values, beliefs, and attitudes, differing degrees of interaction skills and limited understanding of the profession. It is the program’s responsibility to foster creative problem solving, critical thinking, and clinical reasoning skills to facilitate development in the unique knowledge, skills and attitudes pertaining to the profession.

PROGRAM GOALS AND STUDENT LEARNING OUTCOMES

In keeping with the Program Philosophy, the curriculum design is based on the developmental model and utilizes Bloom's Taxonomy when determining program goals and student learning outcomes. Themes/threads were designed to guide student learning outcomes within the three learning domains. Each domain increases in complexity.

Themes/Threads of the curriculum:

1. Professionalism
2. Clinical reasoning
3. Occupation-based, client-centered OT Practice
4. Community-based practice

Levels of the curriculum:

1. Affective – growth of feelings and emotional areas (attitude)
2. Cognitive – mental skills (knowledge)
3. Psychomotor – manual or physical skills (skills)

Professionalism:

Professionalism provides the foundation for ethical and professional behaviors, the intra- and interpersonal skills required to be an effective member of an inter-professional team, life-long learning, and the ability to advocate and promote the profession.

Affective

1. Recognizes professional behaviors that are the foundation of the profession.
2. Accepts responsibility for developing values, beliefs and attitudes that are congruent with those of the profession.
3. Develops self-confidence, intra- and interpersonal skills to successfully contribute to an inter-professional team environment.
4. Develops intrinsic motivation to embrace life-long learning and continued professional competency.

Cognitive

1. Understand the need for self-assessment as a method of determining areas requiring positive change for ongoing personal and professional growth and development.
2. Understand AOTA's Code of Ethics, Core Values and Attitudes, and Standards of Practice as the basis for professional behavior.
3. Integrate insight, intuition, empathy, and inquisitiveness when providing OT services and interacting with diverse populations.
4. Analyze professional needs to seek strategies to enhance knowledge base, increase education and training and explore various aspects of the profession to become a life-long learner.
5. Synthesize and integrate professional behaviors to become an advocate for clients and the profession.

Psychomotor

1. Utilize professional behaviors when interacting with clients, peers and other professionals when providing OT services.
2. Become a life-long learner.
3. Advocate for clients and the profession.

4. Participate in professional organizations.

Clinical Reasoning:

The program describes clinical reasoning as the cognitive process of making the best clinical decisions throughout the therapeutic process. Clinical reasoning is a skill that is developed through education, practice, and experience. It is highly influenced by client factors and context, theory and frames of reference, evidence-based practice, and skill of the occupational therapy assistant.

Affective

1. Adopt an attitude toward life-long learning and client-centered OT practice in preparation for a skilled level of clinical reasoning in OT practice
2. Develop intrinsic motivation to explore professional literature to increase knowledge in the profession.
3. Adopt the critical curiosity to observe and reflect on one's own thinking, emotions, and techniques; developing the willingness to acknowledge and correct errors.

Cognitive

1. Identify and synthesize the processes involved in clinical reasoning.
2. Develop knowledge of theories and frames of reference and their impact on clinical reasoning
3. Understand and analyze professional literature as it relates to the decision-making process in practice.
4. Synthesize professional literature to develop evidence-based practice skills with client interventions under the supervision of an occupational therapist.

Psychomotor

1. Integrate evidence-based practice findings throughout delivery of the OT process.
2. Utilize clinical reasoning, when determining appropriate interventions to support client participation in occupations and the occupational role.
3. Integrate clinical experiences with evidence-based practice and personal reflections to practice to prioritize evaluation information, select appropriate treatment modalities and adjust practice based on client-specific situations and settings.

Occupation-Based, Client-Centered OT Practice:

This is defined as identifying the meaningful occupations of the person and including them as “active participants in the therapy process,” understanding how their physical and/or psychosocial conditions may impact performance, and infusing context, environment, and relevant life aspects into improving the person's roles and goals.

Occupational therapy practice provides services ranging from evaluation to provision of interventions to outcomes based on the clients' presenting symptoms, conditions, and/or disability.

Affective

1. Examine basic occupations, client factors, context and environment, and the occupational process in order to understand the correlations in OT practice with clients.
2. Realize the meaning of occupation in relation to physical and/or psychosocial sequelae.
3. Develop a preference for occupation-based and client centered clinical decision-making.

Cognitive

1. Understand the use of meaningful occupations to support a client's participation and enhance roles towards health and wellness.
2. Provide OT services to diverse populations based on each client's specific contexts.
3. Integrate theories and frames of reference into interventions to improve client skills in relationship with occupation and the environment.
4. Synthesize knowledge to support client "achieving health, well-being, and participation in life through engagement in occupation," according to the tenets of the OTPF: Domain and Process.

Psychomotor

1. Utilize occupation during academic lab activities and fieldwork placements to promote the client's growth and success in achieving personal objectives.
2. Apply techniques to grade and/or adapt the client's activities to provide the 'just-right' challenge to encourage achievement of goals.
3. Support the client's desired occupational roles and participation in occupations through a creative, holistic approach.
4. Collaborate with inter-professional team members to provide best practice, valued services to each client based on individual needs.

Community-Based Practice:

Practice in this area "includes a broad range of health-related services: prevention and health promotion, acute and chronic medical care, habilitation and rehabilitation, and direct and indirect service provision, all of which are provided in community settings. Community models are responsive to individual and family health needs in homes, workplaces, and community agencies. The goal in community-based practice is for the client and the practitioner to become integral parts of the community."

Affective

1. Describe competencies and characteristics required of OT practitioners to be effective in meeting the occupational needs of community.
2. Explain the paradigm shifts or differences in the medical and community models, therapeutic and professional relationships between healthcare providers and community members, terminology, decision-making processes, and cultural impact on service delivery.
3. Recognize individuals, groups, and populations in the community who have limited ability to participate in healthy occupations and accept our professional responsibility as advocates of positive occupational opportunities.
4. Recognize populations that may have limited access to occupations due to various circumstances.

Cognitive

1. Define and understand the terms health promotion and disability prevention and the relationship to community health and the quality of life.
2. Summarize occupational risk factors and the role of OT in developing problem-solving solutions to improve engagement in occupations to meet the needs of the community.
3. Determine populations that are at risk for limited occupations and promote opportunities to meet their needs.
4. Analyze the effects of engagement in occupations with individuals, groups, and populations on their quality of life.

Psychomotor

1. Advocate for community members by promoting opportunities for participating in occupations and linking them to overall health promotion and disability prevention activities.
2. Seek out individuals, groups and populations within the community and identify resources and opportunities to assist in improving their occupations.

References:

American Occupational Therapy Association. (2014). Occupational Therapy Practice Framework: Domain & Process (3rd Edition). American Journal of Occupational Therapy, 68, S1-S48.

Scaffa, Marjorie E., S. Maggie Reitz. (2014). Occupational Therapy in Community-Based Practice Settings, 2nd edition. Philadelphia: F.A. Davis.

PROGRAM OBJECTIVES

1. Demonstrate professional behaviors when interacting with clients, peer and other professional when providing OT services.
2. Demonstrate clinical reasoning by integrating clinical experiences with evidence-based practice and personal experience to provide best practice OT services.
3. Demonstrate support for the client's desired occupational roles and participation in occupations through a creative, holistic approach.
4. Collaborate with inter-professional team member to provide distinct valued services to each client based on individual needs.
5. Demonstrate support for at risk individuals, groups and populations who are in the community to identify resources and opportunities for improving engagement in occupations.

ESSENTIAL FUNCTIONS FOR THE OTA STUDENT

Essential functions describe required skills and abilities for completion of the OCAT program and to work as a generalist occupational therapy assistant. This list is a summary of essential functions students are required to meet throughout program coursework and fieldwork experiences. Additional information can be found at <http://online.onetcenter.org>.

Motor Capabilities:

1. Move from room to room and maneuver in small spaces.
2. Transfer patients who may require physical assistance.
3. Guard and assist patients with ambulation, dressing, grooming, and feeding tasks.
4. Perform therapeutic techniques, including applying resistance during exercise.
5. Lift and carry up to 50 pounds and exert up to 100 pounds of force (push/pull)
6. Squat, crawl, bend/stoop, reach above shoulder level, kneel, use standing balance, and climb stairs.
7. Use hands repetitively; use manual dexterity.
8. Adjust, apply, and clean therapeutic equipment.
9. Perform CPR.
10. Travel to and from academic and clinical sites.
11. In the average clinical day, students sit 1-2 hours, stand 6-7 hours and travel 1-3 hours.

Sensory Capabilities:

1. Convey verbal and manual instruction.
2. Assess patient's posture and response to treatment.
3. Respond in a timely manner to a timer, alarm, or cries for help.
4. Monitor vital signs, changes in patient status, skin changes, etc.
5. Auditory, visual, and tactile abilities sufficient to assess patient status and perform treatments.

Communication Abilities:

1. Communicate effectively, concisely, and accurately in English with patients, families, and other healthcare providers both verbal and written. (Examples: explain treatment procedures, teach patients and caregivers, document in charts.)
2. Effectively adapt communication for intended audience.
3. Interact and establish rapport with individuals, families, and groups from a variety of social, emotional, cultural, and intellectual backgrounds, treating all fairly and equally.
4. Assume the role of a healthcare team member.
5. Function effectively under supervision.

Problem Solving Abilities:

1. Function effectively under stress.
2. Respond appropriately to emergencies.
3. Adhere to infection control procedures.
4. Demonstrate problem-solving skills in patient care. (Measure, calculate, reason, prioritize and synthesize data.)
5. Use sound judgment and safety precautions.
6. Address questions and/or problems to the appropriate person at the appropriate times.
7. Organize and prioritize job tasks.
8. Follow policies and procedures required by clinical and academic settings.

9. Develop skills to choose appropriate treatment ideas to fit patient needs and capabilities.

Behavior Abilities:

1. Maintain patient confidentiality in accordance with site policies and applicable laws.
2. Demonstrate self-control, keeping emotions in check and controlling anger even in difficult situations.
3. Take constructive criticism and apply it to improve behavior and skills.
4. Manage time effectively.
5. Demonstrate conduct reflecting in a professional and ethical manner at all times.
6. Demonstrate reliability, responsibility, dependability, and fulfillment of obligations.

OCAT PROGRAM TERMINOLOGY

Below are the definitions of common terms used by the OCAT Faculty and throughout this handbook.

Academic Fieldwork Coordinator (AFWC) - Faculty member responsible for the administration, managing and coordination of the Level I and Level II fieldwork experiences for the students.

Fieldwork Experience - The portion of the OCAT curriculum where the student develops clinical skills by applying didactic information in a practice setting. Level I fieldwork is related to the Occupational Performance in Psychosocial Health and Occupational Performance in Physical Health I courses. Level II fieldwork encompasses the application of knowledge in a work setting. Students complete two (2) Level II experience at the end of the program.

Fieldwork Educator (FWEd) - The licensed occupational therapist or occupational therapy assistant responsible for direct supervision and instruction of the student during a fieldwork experience whether it is a Level I or Level II experience.

Competency - The minimum level of knowledge, skills, and behaviors necessary to progress in the OCAT Program and to participate in a fieldwork experience.

Instructor - The faculty member, presenter, or clinical instructor directly responsible for instruction and supervision of content area within the OCAT Program.

Lab Practical - A type of examination that requires the student to role-play a clinical situation.

Occupational Therapist (OT) - The legal title of a person who is educated and licensed to practice occupational therapy.

Occupational Therapy Assistant (OTA) - The legal title of a person who is educated and licensed to practice occupational therapy.

OCAT Class - Any scheduled OCAT curriculum activity (including lectures, labs, fieldwork experience or special trips) is referred to as “Class” throughout this handbook.

Occupational Therapy Assistant Technology (OCAT) –This is the KSU name of the Associate of Applied Science degree earned in the OTA Program. These initials also identify the KSU department and core courses in the program.

OCAT Faculty - The persons employed by Kent State University to instruct courses in the OCAT curriculum.

Program Director - The faculty member who is responsible for oversight and administration of the OCAT Program.

PROGRAM CURRICULUM AND PROGRESSION

Course Sequence

Course Number	Course Title	Credit Hour
FIRST YEAR		
Summer Semester		
BSCI 11010	Foundational Anatomy & Physiology I	3
Fall Semester (following admission to technical study)		
BSCI 11020	Foundational Anatomy & Physiology II	3
OCAT 10000	Foundations in Occupational Therapy	2
OCAT 10003	Occupational Therapy Practice Skills Lab	1
AHS 12010	Professionalism in Healthcare	1
PSYC 11762	General Psychology	3
UC 10097	Destination Kent State: First Year Experience	1
Kent Core Requirement	Composition	<u>3</u>
		14
Spring Semester		
OCAT 10001	OT Practice Skills II	3
OCAT 10002	Occupational Performance in Psychosocial Health	4
OCAT 10092	Therapeutic Techniques Fieldwork 1A	1
AHS 22002	Clinical Kinesiology	3
AHS 22003	Clinical Kinesiology Lab	1
AHS/NURS 12005 or 20950	Concepts in Lifespan Development <u>or</u>	3
	Human Growth & Development	3
PSYC 21211 or 40111	Psychology of Everyday Life <u>or</u> Abnormal Psychology	<u>3</u>
		18
SECOND YEAR		
Summer Semester		
OCAT 20000	Occupational Performance in Physical Health	4
OCAT 20003	OT Practice Skills III	<u>3</u>
OCAT 20092	Therapeutic Techniques Fieldwork 1B	1
		8
Fall Semester		
OCAT 20004	Occupational Performance in Pediatric Populations	3
OCAT 20006	Occupational Performance in Physical Health II	3
OCAT 20001	OT Management & Leadership Skills	2
Kent Core	Mathematics/Critical Reasoning	3+
Kent Core	Humanities/Fine Arts/History	<u>3</u>
		14
Spring Semester		
OCAT 20192	Clinical Applications I	4
OCAT 20292	Clinical Applications II	<u>4</u>
		8

TOTAL REQUIREMENTS: 65 Hours

Course Descriptions

General Education & Related Courses

UC 10097: Destination Kent: First Year Experience (1)

Assists students in making the transition to the University, improving and refining academic skills, participating in the advising system, and selecting or confirming a major.

PSYC 11762: General Psychology (3)

Introduction to the behavioral science approach to an understanding of human performance and potentials.

PSYC 21211: Psychology of Everyday Life (3) or

A review of data, concepts and theories of psychology that contribute to our understanding of human adjustment. Prerequisites: PSYC 11762

PSYC 40111: Abnormal Psychology (3)

Diagnostic characteristics, causes and treatment of behavior disorders. Mild, moderate, and severe types of disturbances illustrated by cases and research studies. Prerequisites: PSYC 11762 & junior standing.

AHS 12005: Concepts in Life Span Development (3) or

Developmental theories and assessment measures throughout the lifespan, with application to the rehabilitation client.

NURS 20950: Human Growth and Development (3)

Examines theoretical principles and concepts of human growth and development throughout the life cycle applicable to personal and professional activities essential to the accurate assessment of human needs and understanding human behaviors. Prerequisite: PSYC 11762 & sophomore standing.

BSCI 11010: Foundational Anatomy & Physiology I (3)

Anatomy and physiology to include organization of the human body, cells, tissues, organs, and systems, integumentary, skeletal, muscular, and respiratory systems, and overviews of the nervous and circulatory systems. Prerequisite: None

BSCI 11020: Foundational Anatomy & Physiology II (3)

Anatomy and physiology of the circulatory, digestive, urinary, nervous, endocrine, and reproductive systems. Prerequisite: Foundational Anatomy & Physiology I

AHS 22002: Clinical Kinesiology (3)

Function of the human body with emphasis on the musculoskeletal system and gross body measurements.

AHS 22003: Clinical Kinesiology Lab (1)

Application of human body movement and function concepts.

AHS 12010: Professionalism in Healthcare (1)

Provides information concerning professional behaviors, character traits, work ethics and communication skills that OTAs will need as they interact with other healthcare professionals. Students need to understand the importance of being professional, competent, ethical, and legal.

Kent Core Math and Critical Reasoning Elective (3)

Kent Core Humanities or Fine Arts Elective (3)

Kent Core Composition (3)

OCAT Program Course Descriptions

OCAT 10000: Foundations in Occupational Therapy (2)

Introduction to the profession of Occupational Therapy, its place in the health care system, and the role of the Registered Occupational Therapist and the Certified Occupational Therapy Assistant. This is an online class.

OCAT 10001: Occupational Therapy Practice Skills II (3)

Development of the OT practice skills in the therapeutic use of occupation, including crafts, activity analysis, and basic documentation.

OCAT 10002: Occupational Performance in Psychosocial Health (4)

Application of occupational therapy skills and techniques in treatment program concerned with psychosocial dysfunction.

OCAT 10003: Occupational Therapy Practice Skills (1)

Development of basic assessment and intervention skills as related to clients with physical and mental disabilities.

OCAT 10092: Therapeutic Techniques Fieldwork – 1A (1) &

OCAT 20092: Therapeutic Techniques Fieldwork – 1B (1)

Under the supervision of personnel in selected facilities or agencies, the student will apply knowledge, skills and techniques acquired in the concurrent OCAT 10002 Occupational Performance in Psychosocial Health and OCAT 20000 Occupational Performance in Physical Health courses.

OCAT 20000: Occupational Performance in Physical Health (4)

Application of occupational therapy skills and techniques in treatment programs concerned with physical dysfunction.

OCAT 20001: OT Management & Leadership Skills (2)

Introduction to professional issues including ethics, licensure, reimbursement issues related to practice settings, research and skills required for performing administrative tasks in the occupational therapy department. This is a hybrid class.

OCAT 20003: Occupational Therapy Practice Skills III (3)

Development of occupational therapy practice skills including therapeutic use of occupation, leisure, adapting equipment and environment, therapeutic exercises, activity analysis and documentation.

OCAT 20004: Occupational Performance in Pediatric Populations (3)

Application of occupational therapy skills and techniques applied to patients/clients with developmental disabilities.

OCAT 20006: Occupational Performance in Physical Health II (3)

Continued application of occupational therapy skills and techniques in treatment programs specifically concerned with physical dysfunction.

OCAT 20192: Clinical Applications I (4)

OCAT 20292: Clinical Applications II (4)

Under the supervision of personnel in selected healthcare agencies, the student will apply knowledge, skills and techniques acquired in prior OCAT courses.

The OTA program utilizes web-enhanced courses and offers online courses. Applicants must possess basic computer skills and reliable access to the Internet. A high-speed internet connection is necessary for best results with Blackboard (online course platform) coursework. To be successful in online courses and to avoid technical issues, it is recommended that you use Mozilla Firefox as your primary Internet browser. In order to function appropriately, please update your browser's plug-ins and keep your browser updated with the latest version.

Progression Standards

Students are responsible for knowing admission, progression and graduation requirements for the OCAT Program. The OCAT Program is designed as a sequential learning experience. Each new course builds on knowledge and skills acquired in the previous course; therefore, OCAT courses must be taken in their designated order.

Students who fail to progress will be notified in writing by the Program Director. At that time the Director will identify the requirements for re-entry into the OCAT Program. A student fails to progress if one or more of the following occurs:

1. Any student does not achieve a “C” or above in any critical course as listed on the roadmap may not progress in the program. The student may not progress to additional OCAT courses, until they receive a “C” (2.0) or better in the repeated course.
2. Failure to maintain a grade point average of 2.0 while enrolled in the program.

OCAT 20192 & OCAT 20292 Clinical Applications Courses

Students will be graded on a pass/fail system based on performance in both Level II fieldwork experiences and completion of required course assignments set forth by the Fieldwork Coordinator. The student must meet all course requirements in order to receive passing grade. Copies of each syllabus with specific assignments will be distributed at the start of each course. All clinical education must be successfully completed within 18 months of the didactic coursework.

The student who does not receive a passing grade in a Level I or Level II fieldwork experience must repeat it. The experience may only be repeated one time. If a student fails, withdraws, or is dismissed from a Level I or II fieldwork experience a second time, he/she will be dismissed for the program and will not be eligible for readmission.

Failure, withdrawal, or dismissal from a Level II fieldwork experience will necessitate:

1. Successfully completing related course remediation process set forth by the Program Director and Academic Fieldwork Coordinator.
2. Successfully completing remediation plan objectives.
3. Repeating the entire fieldwork experience.

Withdrawing from an OCAT Course or OCAT Program

All withdrawals are to be executed in accordance with the University’s policies. Students who withdraw from a course or the program prior to the start of the second semester must reapply for admission to the program as a new student in accordance with all admission and application policies. Students who withdraw from an OCAT course or the program after the start of the second semester may apply for readmission within two years of last program attendance.

Course Withdrawal

Course withdrawal is permitted through the tenth week of the semester. After that time, the student is considered to be committed to the course and must complete it. Any course withdrawal(s) processed after the second week of the semester will appear on the student's academic record with a grade of "W". Beginning the second week, students must obtain required approvals when processing a course withdrawal.

Registration Cancellation/Exiting the University

To receive a full refund of tuition, students who register and decide not to attend the University must cancel their registration as early as possible and no later than the end of the first week of classes. Tuition Credit Percentage information is available by clicking the CRN link on your "Student Printable Schedule" from the Courses and Registration section of Student / Resources. You can also access this information by visiting the **One Stop** webpage.

OCAT Program Readmission

Students who desire readmission to the program following an absence, withdrawal, or failure to progress must apply for readmission at least six weeks prior to the start of the semester of return. In order to qualify for readmission, the student must:

1. Submit a complete OCAT Readmission Request Form to the Program Director at least 6 weeks prior to requested return to program.
2. Participate in an advising session with the Program Director at least 4 weeks prior to the start of the semester
3. Submit evidence of compliance with all fieldwork requirements for the upcoming semester at least 4 weeks in advance
4. Have attended the OCAT program within the last two years
5. Have a minimum GPA of 2.0

Students meeting the above criteria will be eligible for readmission to the program, only one time.

Program Completion

In order for a student to be successful in the OCAT Program, the program must be completed in a timely manner. It has been determined that students must complete the program within 3 years after the initial acceptance.

1. If a student goes beyond 3 years, he/she must demonstrate competency in the courses presented at the beginning of the program. This will be accomplished with the student completing written assignments, tests, and/or a lab practical.
2. All tests and lab practicals must be completed successfully on the first attempt. Failure of the assignments, tests and/or lab practical will lead to dismissal from the OCAT Program. Dismissed students are not eligible for readmission into the OCAT Program.
3. All Level II fieldwork must be completed within 18 months following the completion of the didactic portion of the program.

Appeals Process

Students may appeal dismissal and failure to progress decisions of the OCAT faculty as outlined in the in the Student complaint Process [*click here*](#): chapter 8, 8-01.4. Advice about the complaint process may be obtained from the East Liverpool Campus Complaint Advisor, Susan Rossi at 330-382-7417.

Grievance Procedure

An appropriate framework and method for student grievance of complaint is explained in the Kent State University policy Register, Student Complaint Process, [*click here*](#): Chapter 8, 8-01.4. The general guidelines, procedures, and time limits are presented and defined within the digest. This policy is the accepted format of complaint if all other avenues of solution are without resolution for the OTA program student. Advice about the complaint process may be obtained from the East Liverpool Campus Complaint Advisor, Susan Rossi at 330-382-7417. Other telephone numbers of offices students may contact include Kent Student Ombudsman – 330-672-9494 or East Liverpool Campus Affirmative Action/Equal Opportunity office of Susan Rossi at 330-382-7417.

Student, Faculty, and Program Complaints

There will be incidences when a student, faculty member or other party does not concur with the actions of the program, faculty, or staff. In these situations, the involved party must resolve any problems by following the appropriate protocol for complaint resolution. The resolution of a problem can promote well-being, as well as, successful completion of the program for students.

Procedure:

1. When seeking resolution to a problem, the parties may confer with the campus complaint advisor, faculty member, or administrator involved, student services personnel, the Dean or Assistant Dean and/or the ombudsman at the Kent Campus.
2. If the complaint involves a member of the OCAT Program, the involved party must communicate directly with the appropriate faculty member, staff, or program director to verbalize his/her complaint to seek resolution.
3. If the problem remains unsolved, the party should discuss the problem with the Program Director. The Program Director will maintain records of all complaints including the nature and disposition of the complaints. The record will be kept in the program's complaint file.
4. Each complaint depending on the severity is dealt with at the discretion of the Program Director using the University Policy as a guide. The Program Director may choose to discuss the complaint with the faculty, Dean, and/or Assistant Dean.
5. Complaints concerning the Program Director are to be addressed with the Director initially and if remains unresolved, the Dean and/or Assistant Dean. The Dean and/or Assistant Dean will document the complaint and maintain records in the appropriate office.
6. If a resolution is not met at this level, the party must follow the appropriate procedures for student grievance in the University Policy Register, Student Complaint Process. The general guidelines, procedures, and time limits are presented and defined within the policy.

Advice about the complaint process may be obtained from the Campus Complaint Advisor. Other offices students may contact include Student Ombudsman and Affirmative Action/Equal Opportunity.

Student Transfer between KSU OCAT Programs

Occasionally, students who are in the OCAT Program at Kent State University develop difficulties that may cause them to miss a semester of instruction. Due to the curriculum design, the student must sit out for one year before they may resume the Program. The OCAT Program has been established on the East Liverpool and Ashtabula Campuses with the start dates in different semesters. Students will be allowed to transfer to the other campus to resume their studies one (1) time if the following criteria are met:

1. The student must have no more than one (1) failure to progress.
2. A letter of intent must be written to the Program Director of his/her home campus, explaining the need to transfer to the other campus.
3. An application must be completed and submitted to the other campus for review by the Selection Committee.
4. The student must have an interview with the Program Director of the campus to which he/she is transferring.

Since the student has been accepted into the OCAT Program, it will not be necessary to complete the other requirements for admission into the OCAT technical study program.

OCAT coursework will not be accepted from other institutions, with the exception of OCAT 10000, following evaluation of course content by the Program Director.

Student Transfer between Health Care Programs

Students who have been dismissed for academic reasons from a health care program at Kent State University are eligible to apply for admission to another health care program at Kent State University as long as they meet the admission requirements of the program to which they are transferring to and there is available space in the program.

Students who have been dismissed from a health care program at any campus of Kent State University for other specified reasons may not enroll in another health care program offered at the University. Specified reasons include, but are not limited to failure to pass a background check screening, falsification of information or documentation, plagiarism, unprofessional behavior, use of drugs or alcohol, breach of confidentiality, threatening or manipulative behavior, failure to maintain professional boundaries with clients, and other behavioral or ethical issues identified at the discretion of the Dean. This does not include dismissals for academic reasons.

The health care programs referred to herein include nursing, occupational therapy assistant technology, physical therapy assistant technology, radiologic technology and respiratory therapy technology, and any other health-related programs identified by the Dean.

GRADUATION, CERTIFICATION, LICENSURE

Graduation Requirements

A candidate from the Associate of Applied Science in Occupational Therapy Assistant Technology from Kent State University must have successfully completed the requirements of this program, and must have earned an overall grade point average of at least 2.0. All fieldwork requirements must also have been successfully met and completed within 18 months of classroom instruction.

It is each student's responsibility to make sure that they have completed the requirements for graduation. Students should refer to the Graduation Planning System (GPS) to stay current on courses completed and those needed to complete the degree. Included in this handbook is the suggested sequencing of the courses (pg 15). You should check off the courses as you complete them so that you can make sure you are progressing, as you should. If you follow this sequence, you will have all of the courses completed in two years.

The Associate of Applied Science Degree in Occupational Therapy Assistant Technology, Regional Campuses, reserves the right to initiate changes in the program as deemed necessary for maintaining quality education in this field.

National Certification Exam

Graduates of accredited programs will be able to sit for the national certification examination for Occupational Therapy Assistants administered by the National Board for Certification of Occupational Therapists (NBCOT). After successful completion of the exam, the individual will be a Certified Occupational Therapy Assistant (COTA). Please be advised that successful completion of the national examination provides you with your certification only. You must obtain certification before acquiring a license. Becoming licensed in a specific state is a separate process.

Please note: A felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure. A candidate may have his/her background reviewed by The National Board for Certification in Occupational Therapy by requesting an early determination process. The candidate must submit information concerning the actual incident, copies of the official documentation related to the incident, and any other additional information the candidate may wish to include.

Licensure

Most states require licensure in order to practice; however, state licensures are based on the results of the NBCOT Certification Examination. Licensure at the state level is a completely separate procedure governed by the individual states. In states requiring licensure only qualified individuals defined by the practice act may practice Occupational Therapy or use a title including the words "occupational therapy." In a state that has an Occupational Therapy practice act, an individual cannot be hired as an Occupational Therapy Assistant until the state licensure has been obtained. Thus, in seeking state licensure, it is the individual (rather than the school) who must initiate the process. Some states grant limited permits to persons who have completed the education and fieldwork experience requirements. The permit allows the individual who has not taken the certification exam to work until the results of the examination are available.

Licensure laws can be found at the following:

Ohio: [***click here***](#)

Pennsylvania: [***click here***](#)

West Virginia: [***click here***](#)

Generally, to become licensed you must obtain and file an application with the appropriate government agency. Licensure applications are available from the state regulatory board. Evidence of passing the NBCOT Certification Examination will meet the requirement of any state law. A felony conviction may also affect a student's ability to obtain licensure in some states.

EQUIPMENT, LABORATORY, AND CLINICAL SAFETY

The OCAT Program is responsible for maintaining a safe environment for students in the laboratory situation during the completion of educational activities.

Procedure:

1. All equipment and supplies are to be inspected by OCAT Program faculty annually.
2. The Program Director is to be notified of any damaged or broken equipment. The Program Director will determine if the item is repairable or needs to be replaced. Defective equipment is never to be used with students in labs or classroom situations.
3. Course instructors ensure the safety of their students by clearly demonstrating the laboratory activity to be performed, as well as observing students closely as they perform this activity.
4. To safeguard our students, the use of alcohol or drugs in the laboratory or use prior to lab is strictly prohibited.
5. Students are required to inform the OCAT Program Director and/or the faculty instructor if they have a medical condition that would make it unsafe for them to perform some laboratory activities.
6. A first aid kit is located in the program classroom/lab area and the Locke House and is stocked with necessary supplies. Anyone using supplies from the first aid kit should immediately notify the OCAT Program Director so that supplies can be restocked.

Infection Control

The OCAT Program is responsible for maintaining a safe and healthy environment for students while in the classroom and laboratory situations during the completion of educational activities. General cleaning and maintenance procedures need to be completed on a regular basis using disinfection and established procedures. These techniques are to be used on any equipment that is to be used by students and faculty.

Procedure:

1. The classroom/lab area will be cleaned and maintained in accordance with the policy developed by the Kent State University maintenance departments on the respective campuses.
2. Standard Precautions
 - a. Hands should be washed between sessions of working with different classmates or faculty members.
 - b. Gloves must be worn if a student or instructor has unhealed skin lesions on his/her hands.
 - c. All used gloves must be disposed of in a container for waste.
 - d. In the event that any surface in the lab becomes contaminated with body fluids, program faculty will contact maintenance for assistance in cleaning up the spill.

Evacuation

The OCAT Program follows the campus evacuation plan. Buildings are evacuated due to fire, known explosive device, hazardous material release, air contamination, active shooter, or other life-

threatening situations. Faculty and students are to remain calm and proceed to the nearest safe exit. Refer to the campus safety webpage and classroom Emergency Response Guidebook for details.

Off Campus Experiences

It is the policy of the OCAT Program to provide safe learning experiences for our students. During off-campus experience, the OCAT faculty provides students with safety guidelines, but students are ultimately responsible for their own health and safety. In a non-clinical, off-campus experience, either the faculty member conducting the off-campus experience and/or person representing the off-campus facility will advise the students (prior to the start of the experience) of possible safety hazards, required actions to minimize these risks, and actions to be taken if a hazardous situation occurs. The academic fieldwork coordinator reviews this policy with the students prior to their fieldwork experiences, during orientation, and it is printed in the Student Handbook. For student safety, information dealing with blood borne pathogens and hazardous materials is presented in the OCAT 10003 OT Practice Skills Lab and Occupational Performance in Physical Health courses.

To ensure both patient and student safety during fieldwork experiences and because of contractual agreements with various fieldwork sites, student must follow certain professional practices. Prior to the assignment of the first fieldwork experience, all students are required to demonstrate proof liability insurance, physical examination, CPR certification, current immunizations, Hepatitis B immunization or waiver, flu vaccine, and results of the Mantoux (Tb) test or chest X-ray.

It is the responsibility of the vendor or fieldwork educator to instruct students in the use of equipment at their facility. This includes, but not limited to facility policy and procedures, safety regulations, and equipment use. The fieldwork educators are informed of their responsibilities via the OCAT Fieldwork Manuals. It is the responsibility of the student to review these safety guidelines.

Students must wear their nametags clearly identifying them as a student in all fieldwork experiences

A student who becomes ill or is injured at a hospital, will be seen in the Emergency Department of that hospital. In other clinical sites, such as an outpatient or nursing home setting, the facility policy will be followed. Fieldwork education sites enter into a contractual agreement with the OCAT Program to provide emergency treatment in case of accident or illness to students assigned to their facility at the student's expense. The OCAT Program maintains current contracts with all fieldwork facilities that provide fieldwork education experiences. It is written in the Student Handbook, in the event that a class is held in an off-campus location, students are responsible for their own safety and insurance during transportation. KSU is responsible for the safety and insurance coverage of students traveling in university provided transportation. A student involved in an injury or illness during the off-campus educational experience will be sent to the emergency department via ambulance if the situation warrants (at student's expense), or sent home with or without assistance depending on the severity of the situation. It is recommended that all students carry medical insurance to cover these expenses. Information on medical insurance is provided at Kent State University website.

The Program Director is to be notified of each off-campus experience. Also, information concerning any incidents involving student injury, endangerment, or inappropriate behavior that occur should be detailed in writing and given to the OCAT Program Director by the faculty member leading the off-campus experience.

OCAT PROGRAM MANAGEMENT

Student Advisement

OCAT students must receive advisement for scheduling and program progression planning with the OCAT Program Advisor. Each student schedules at **least one appointment per semester** to insure ultimate communication and student success. Students are encouraged to seek more frequent advisement as necessary to facilitate individual student success in the OCAT program. The Program Director monitors student grades at the conclusion of each semester for satisfactory progress (grades of "C" or better) and academic standing (cumulative grade point average at 2.0 or above). Students not meeting minimum requirements for program progression will be counseled by the Program Director to determine their options related to continuing in the program.

Class attendance is mandatory. In the event a class is held in an off-campus location, students are responsible for their own transportation. Students should not schedule appointments during scheduled class times. All students are required to meet the individual faculty member's attendance regulations for each Occupational Therapy course (see individual course syllabi).

Excused Absences

It is the students' primary responsibility to apprise their instructors about their absences. Anticipated or planned absences should be explained, and necessary makeup arrangements made in advance with each instructor affected (see individual course syllabi). Absences may be EXCUSED for an illness or emergency. Students must call the instructor prior to the start of class for an unplanned absence. Students must follow the individual faculty member's requirements for obtaining the missed material.

Unexcused Absences:

All other absences will be considered **UNEXCUSED**. More than one unexcused absence from class is considered excessive. Two absences from class will result in 5 percentage points being deducted from the final grade. (Example: 82% at final = 77%). Each additional absence will be penalized with a 5% reduction. A student who has three or more absences (excused or unexcused) from class must meet individually with the Program Director.

Tardiness

Being **TARDY** to class is not acceptable professional behavior as is not returning to class after a class break. This will be considered an unexcused absence.

Off-Campus Outings:

On occasion, a class may be held at a location other than the East Liverpool Campus. This is done so that we can use equipment not available at the campus (i.e. swimming pool). Students are required to attend these sessions off campus and are responsible for their own transportation. If the student is unable to attend the fieldtrip, the instructor is to be notified, and a make-up assignment may be given.

Fieldwork Attendance

Attendance is mandatory for all scheduled fieldwork education days. The fieldwork educator (FWE) and AFWC at KSU must be contacted personally by phone notifying them of an absence before the start time for that day for an absence to be excused. All absences must be excused by your FWE and AFWC, and arrangements made to makeup all time missed. Failure to notify both the FWE and AFWC prior to start time of a missed fieldwork day is considered an unexcused absence. One unexcused absence will result in a warning notice; a second unexcused absence will result in the failure of that fieldwork experience. Students who have not completed all required fieldwork days by the end of the semester will receive a grade of “Incomplete” or “U” depending on the circumstances.

Any alteration of the fieldwork schedule must be mutually agreed upon between the FWE, AFWC and the student. The clinic hours listed are the minimum necessary to meet the required objectives for each fieldwork experience and the progression requirements for the OCAT Program. Any clinical time that is missed **must** be made up at the same fieldwork facility prior to the completion of that fieldwork experience. If the time is not made up, the student will NOT receive a passing grade for that fieldwork experience.

Under certain circumstances, OCAT students are required to attend clinicals on days outside of the academic calendar. These circumstances may occur on scheduled or unscheduled campus closures or on days when classes are cancelled, but the campus remains open. Examples include certain holidays, spring recess, and/or prior to the start of semesters. Students will be notified in advance of these dates.

Vacations

Classes for the OCAT are year-round. Planned summer vacations should be scheduled during the weeks that classes are not in session. Time taken for vacations during the semester will be considered an UNEXCUSED absence and this may affect your grade. See “unexcused absence” policy above.

KSU Attendance Policies

Refer to the University Policy Register 3-01.2 and 3-01.201.

Cancellation announcements will be on the Kent State University Columbiana County campuses website [click here](#) or through Flash Alert (emergency text notification).

Examination Policies

Periodic examinations (including tests, quizzes, and laboratory practicals) are used by the course instructors to evaluate student’s mastery of course materials. Examinations are given at the times specified in the syllabus of each course and make-up examination policies are determined by the individual instructors. All OCAT classes will have a final test scheduled during the week set aside by the University for final examinations. Examinations begin and end promptly; no allowance is made for lateness.

Any student caught either giving or receiving assistance during an examination will receive a grade of “0” for that exam or quiz and may be dismissed from the program and University according to University policy (University Policy Register).

OCAT students must earn a minimum of a 70% average on all written exams and 70% average on all quizzes in each OCAT course to receive a grade of 'C' or better, and therefore to progress through the program. Students whose average score for written exams is less than 70% will receive a final grade that equals that average. If you have an excused absence on the day of an exam, it is the student's responsibility to contact the instructor and arrange to make up the work prior to the next scheduled class. Failure to do so will result in a zero grade for that test. The final exam will be comprehensive in nature.

Competency and Lab Practical Policy

It is essential that OCAT students successfully pass all competency and lab practical testing. Students must receive a score of at least 70% and pass all critical skills (i.e., safety) to pass these assessments. If the student does not pass, the student will be given one opportunity to repeat the lab practical or competency in the presence of a minimum of two faculty or administrators. If the score of the repeated lab practical/competency is below 70% and/or the student does not pass all critical skills, the student will not pass the course or be allowed to progress in the OCAT program. If the student receives a grade of 70% or more and passes all critical skills, the grade recorded for the lab practical will be the average of the two attempts and the student will be allowed pass the course and progress through the program, if all other course/program requirements are met.

Grading Policy

Instructor evaluation of individual student's clinical, laboratory and lecture performance are available to the student. All students are urged to consult their instructors relative to their academic progress.

The final letter grade for the course is determined by converting the total number of points earned by the student into a percentage of the total possible points. Methods for earning points include, but are not limited to: lecture tests & quizzes, laboratory practical exams, quizzes & tests, other assigned work – such as journal papers, case studies, activity analyses, etc. The percentage grade is converted into a letter grade as follows:

A = 100-90%	D = 69-65%
B = 89-80%	F = Below 65%
C = 79-70%	

The OCAT Program does not use the "+" or "-" system of grading, while non-OCAT courses may choose to use the system.

Plagiarism (University Policy) & Cheating

Students are required to submit their own work. Word or ideas taken from the work of another source must be acknowledged by footnotes and/or quotation marks. Plagiarism, including the work of another student, is considered cheating. The following are examples of plagiarism: turning in someone else's work as your own, copying words or ideas from someone else without giving credit, failing to use quotation marks, giving incorrect information about the source of a quote, changing words but copying the sentence structure of a source without giving credit, and submitting work from another course. See Kent State University Administrative Policy 3-01.8 <https://www.kent.edu/policyreg/administrative-policy-regarding-student-cheating-and-plagiarism>

Students found violating any of these rules will:

1. Will not have coursework accepted for credit and will be assigned a “0” or “F”
2. Be assigned a grade of “F” for the course or dismissed from the course
3. May be dismissed from the OCAT Program

If a student is found cheating on a test, he/she will:

1. Receive a “0” for the test for the first offense
2. Receive a “0” for the test and grade of “F” and dismissed from the course for the second offense
3. Student may be dismissed from the OCAT Program

If a student is found cheating on a lab practical:

1. Will be considered a “failure” of the first attempt and only one additional attempt will be allowed. The retake must be completed as soon as possible, possibly later the same day.
2. The student must successfully complete the activity that was not originally passed plus pass an additional activity
3. Student may be dismissed from the OCAT Program

PROFESSIONAL BEHAVIOR

Professional behavior is vital to the success of each student, the Kent State University OCAT Program and the occupational therapy profession. Integrity, respect, intellectual curiosity, responsibility for one's actions, and commitment to ethical practice are characteristics of professional behavior. Professional behavior is expected of all students at all times.

The following qualities have been determined essential to the development of professional behaviors and reflect the expectations for an acceptable performance.

1. Professional Interaction & Responsibility – self-control, interactions, correspondence, communications, flexibility
2. Personal Responsibility – self-control, accountable for actions/behaviors, organized for class, prepared, appropriate dress, adapt to other's needs
3. Time Management – utilize class and lab time wisely, productive, returns to class in timely manner, considers and uses other's time wisely
4. Proper Use of Technology – appropriate and timely use of technology in class, demonstrates respect and shows professionalism on social media
5. Participation – initiative in class discussions and assignments, asks/answers questions, contributes equally, appropriate actions/body language in class, engages in self-directed learning.
6. Professional & Personal Boundaries – open and accepting of feedback, refrains from offensive language, demonstrates integrity, ethical, respects boundaries
7. Respect for Others – empathy, treats others with dignity and respect

Professional Rubrics

Student behaviors will be evaluated in the classroom using the Student Evaluation of In-Class Professional Development form. Student classroom professional behaviors will be assessed by faculty and students using separate rubrics at midterm and final. The program director will compare the results of the assessments with students and discuss behavioral changes if they are required. A remediation plan may be warranted at the discretion of faculty and program director.

Behaviors that may require disciplinary action:

1. Incidents of tardiness or absences
2. Failure to complete assigned work in a timely manner
3. Cell phone interruptions, texting, non-class related computer use
4. Inappropriate attire for class, lab or fieldwork
5. Lack of participation or preparation for class
6. Failure to participate and/or complete group assignments
7. Inappropriate language
8. Disrespectful tone or attitude when communicating with others

Disciplinary Actions

If a student does not display professional behavior, which conforms to the above statements, the following procedures will be enforced.

1. Verbal warning and personal counseling by either faculty or Director.
2. Upon the second offense, the student will be given a written warning with a plan of action for correction within a given timeframe.
3. Upon the third offense, a meeting will be conducted of all full-time faculty and Director to determine final action up to and including dismissal from the program.

Please Note: With non-compliance of the above stated professional behaviors policy and/or violation of the American Occupational Therapy Code of Ethics and/or Kent State University Digest Rules and Regulations, the program director holds full discretion in accordance with those stated policies to dismiss the student from the program immediately.

Program Dismissal

Students must maintain an expected level of academic performance as well as adhere to legal and ethical standards of occupational therapy practice. Students who fail to meet the following standards will be dismissed from the OCAT program. Dismissed students are not eligible for readmission into the OCAT program.

1. Violating the laws regulating the delivery of occupational therapy services in the State of Ohio, Pennsylvania, or any state where the student is completing a fieldwork experience.
2. Repeated or blatant violation of AOTA's Code of Ethics, Kent State Policy Register or policies and procedures of the OCAT Program.
3. Failure to meet OCAT program requirements for progression; not progressing 2 times.
4. Academic dishonesty.
5. Failure and/or withdrawal from two Level II fieldwork experiences.
6. Failure to follow safety precautions during classroom or fieldwork activities.
7. Professional behavior violations.
8. Inability to demonstrate competency on first attempt in a course if in the program beyond three years.
9. Violation of privacy or confidentiality policies.
10. Absenteeism

Procedure for Dismissal

1. After consulting with the OCAT faculty, Academic Fieldwork Coordinator or other pertinent individuals, the Program Director will determine if dismissal is warranted.
2. If dismissal is warranted, the Program Director will notify the student of his or her dismissal, present documentation of such to the student and submit all required forms to the University.
3. If dismissal is not recommended but corrective action is required, the Program Director will develop a remediation plan with the appropriate faculty member or AFWC outlining specific corrective actions with timelines and consequences. Readmission to an OCAT Course or the OCAT Program.

Classroom and Lab Attire

It is understood that students would like to be comfortable when spending long hours in the classroom or lab situations. However, part of the OTA program education is instructing students in appropriate professional behaviors that are to be evident in the classroom as well as during fieldtrips and fieldwork experiences. Wearing the appropriate attire to class and labs are considered a professional behavior.

Scrubs are to be worn for all classes and lab classes. Classroom/lab scrubs are to be solid colored scrubs of navy, black or grey. Closed-toed shoes with a flat sole (preferably tennis shoes) are the appropriate footwear for the OCAT program.

Students are to dress appropriately when representing the OCAT program off campus. Students are to wear khakis and polo shirts, no jeans, leggings, tight pants, or sweats.

* Any student not properly dressed for the classroom or lab will sent home and considered absent.

POLICIES OF THE OCCUPATIONAL THERAPY ASSISTANT PROGRAM

General Information

1. Any Occupational Therapy Assistant Technology Program policy is subject to change and the OTA student will be notified in writing.
2. Due to the heavy course load requirements of the OTA curriculum, students are advised to avoid a heavy work schedule while enrolled in this program.
3. Occupational Therapy Assistant Technology faculty and the Program Director are available for conference during regularly scheduled office hours or by appointment. Students are encouraged to discuss any course problems with their instructors. No information relative to grades, evaluations or examination items will be discussed over the telephone or through email.
4. Any course problems must first be discussed with the course instructor. If the problem cannot be resolved to the satisfaction of the instructor and the student, then a meeting will be scheduled between the parties involved and the Program Director.
5. Students may be required to take portions of this program via distance learning or web based.
6. A copy of the *Occupational Therapy Code of Ethics* can be found in the back of this handbook for future reference.
7. Email is the official form of communication for the OCAT program. While enrolled in the program you must maintain access to your Kent email account at all times. If you do not have a home computer you may utilize a computer at your local library or campus computer.
8. Kent State University is accredited by the North Central Association of College and Secondary Schools. The Occupational Therapy Assistant Program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 6116 Executive Boulevard, Suite 200, North Bethesda, MD 20852-4929, (301) 652-AOTA, www.acoteonline.org. Graduates of the program will be eligible to sit for the national certification exam 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 in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination.

Please note: A felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.

Compliance, Equal Opportunity, and Affirmative Action

Kent State University's Office of Compliance, Equal Opportunity, and Affirmative Action has a mission to ensure equal access to employment and educational opportunities in support of the university's commitment to equal opportunity, affirmative action, and diversity.

The Office of Compliance, EOAA provides:

- Information, consultation, and guidance to the Kent State community on affirmative action, equal opportunity, harassment prevention and discrimination matters.
- Training and workshops for students, faculty, and staff on these issues.
- Confidential counseling on harassment and discrimination issues and concerns.
- A mechanism for handling complaints of harassment and discrimination.
- Oversight of and support for the university's compliance with equal opportunity and affirmative action laws and regulations.

Resources and information can be found [here](#). The Occupational Therapy Assistant Technology Program and Kent State University encourage applications from highly motivated and talented students from diverse backgrounds.

Students with Disabilities & Non-Discrimination

Students unable to meet the following criteria will not be eligible to progress in the OCAT Program:

1. **Selective Admissions:** The OCAT Program has a selective admissions process that require students to demonstrate a minimum level of previous academic success, interest in the field of occupational therapy, and the essential skills, abilities, work activities, work styles, and psychomotor capabilities to be successful as a licensed Occupational Therapy Assistant.
2. **Program Progression:** Progression through the OCAT program is dependent upon faculty assessment of student demonstrated affective, psychomotor, and cognitive skills that meet the legal, ethical, and professional standards of occupational therapy.
3. **Health & Safety:** To ensure the safety of students and patients, each student must meet minimal health and safety standards prior to participating in a fieldwork experience in a clinical setting.
4. **Fieldwork Experience:** Minimal level of competency in the 25 performance criteria of the Fieldwork Performance Evaluation.

Student Accessibility Services

Kent State University, East Liverpool Campus and the OCAT Program faculty recognize their responsibility for creating an institutional climate in which students with disabilities can succeed. In accordance with university policy, if you have a documented disability, you may request accommodations to obtain equal access to this program.

To determine reasonable classroom accommodations at Kent State University, students should contact the Student Accessibility Services Coordinator who will review documentation and provide students with letters of accommodation which can be presented to instructors.

If a student is enrolled in a fieldwork experience, the original letter for classroom accommodations is not appropriate. If students believe they may require accommodations in order to meet these requirements or fully participate in the experience, they must meet with the Program Director, Fieldwork Coordinator, Student Accessibility Services Coordinator, and perhaps a representative of the

institution where the student is placed so that appropriate accommodations can be investigated before the student engages in the experience and is expected to meet the various essential functions required by this program. To learn more about support services at Kent State University at East Liverpool Campus, call the Student Accessibility Services Coordinator, Danielle Baker-Rose, at 330-337-4214 or visit the following website [click here](#).

Counseling and Wellness Services

The purpose for campus mental health and wellness services is to provide counseling, consulting, and education to decrease student distress and enhance student performance. Many times stressors originate from outside pressures (relationships, parenting, family, work) & internal concerns (stress, overwhelming pressure, perfectionism, procrastination, poor time management, ineffective goal setting, test/speech anxiety, lack of confidence, poor study habits, mental illness, trauma, alcohol/drug misuse, sexual abuse, depression, anxiety, suicidal thoughts, etc.).

To make an appointment, go to: <https://www.kent.edu/columbiana/counseling-and-wellness-services> OR on the Columbiana Campus KSU website, click on Campus Life and select Counseling and Wellness Services. Click on the request counseling services link, submit form, and look in KSU email for correspondence and appointment time. The site also provides useful college student specific information & general crisis links. Services are FREE & CONFIDENTIAL.

Sexual Misconduct Policy

Students will be expected to follow the university's policy as specified in the Digest of Rules and Regulations at the following link [click here](#).

Writing Center

The Writing Center in the Lang Learning Loft (upper Library) assists students in their ability to complete writing assignments at any stage during the process. Students should make appointments when services are needed.

Early Alert System

The Early Alert System is available the second through tenth week of the semester to allow faculty to identify students in their classes who are performing below acceptable standards. The system is designed to provide faculty with an easy way to partner with other campus professionals to reach out to students when their efforts have been unsuccessful. Areas of concern are anything that may interfere with a student's ability to successfully complete the class. They include multiple missing course assignments, difficulty comprehending course material, poor class attendance, personal problems, and inappropriate classroom behavior.

Once an Early Alert is submitted, a member of the Student Services Staff will contact the student and discuss an appropriate plan of action. The faculty member who makes the referral will receive an email follow-up of what action was taken.

Career Counseling and Services Center

The Career Development Office provides information concerning career and major selection, resumes and cover letters, interviewing, and job and internship strategies. Contact counselor Danielle Baker-Rose at 330-337-4214 or email dbaker13@kent.edu.

Student Records

Kent State University also complies with the Family Educational Rights and Privacy Act (FERPA), which prohibits the release of education records except in limited circumstances (i.e., with the student's permission, to parents of dependent students, and in response to a valid court order). For more information on FERPA at Kent State University, [**click here**](#). Although FERPA regulations apply only to students, Kent State University is equally committed to protecting the privacy of all visitors to our website. Kent State also complies with the applicable provisions of the Gramm-Leach-Bliley Act (GLBA) and the Health Insurance Portability and Accountability Act (HIPAA).

Directory Information

At Kent State University, Directory information “may be disclosed on an unlimited basis by University personnel in response to oral and written requests.” Directory information includes the following:

- Student's name
- Address (local, permanent, kent.edu email)
- Class standing (first-year, sophomore, graduate, etc.)
- Enrollment Status (full-time, part-time, not enrolled)
- Field of Study (including college of enrollment, major, and campus)
- Date(s) of Attendance
- Participation in officially recognized activities and sports
- Weight and height of members of athletic teams
- Degrees, institutional honors, and awards received at KSU

Students who wish to limit access to directory information may do so by visiting this [**link**](#) and submitting the appropriate forms.

TUITION, FEES AND OTHER EXPENSES

	1st Semester [Summer]	2nd Semester [Fall]	3rd Semester [Spring]	4th Semester [Summer]	5th Semester [Fall]	6th Semester [Spring]	TOTAL
Tuition ¹ (instate figures)	893.61 [3 Cr Hrs]	3280.44 [14 Cr Hrs]	3280.44 [18 Cr Hrs]	2382.96 [8 Cr Hrs]	3280.44 [14 Cr Hrs]	2382.96 [8 Cr Hrs]	\$15,500.85 [65 Cr Hrs]
Textbooks ²	120.00	350.00	350.00	350.00	350.00		\$1520.00
Program Fees ³		110.00	110.00	110.00	110.00	110.00	\$550.00
Health Requirements ⁴							TBD
AOTA Hill Day ⁵					125.00		\$125.00
Miscellaneous ⁶		5.00	25.00				\$30.00
TOTAL							\$17,725.85

¹ **Tuition:** Kent State University Regional Campus tuition for undergraduate course work during the 2020-2021 year is \$297.87 per credit hour or \$3,280.44 for full-time study/semester for Ohio residents. Northern West Virginia and Western Pennsylvania students pay \$371.87 per credit hour or \$4,167.44 for full-time study/semester. Non-Ohio resident students pay \$667.87 per credit hour or \$7,718.44 for full time study/semester. Please refer to the [TUITION & FEES](#) webpages for breakdown. Tuition, fees, and other costs are subject to change.

² **Textbooks:** costs are an approximation; choices include purchasing new or used, renting, Ebooks

³ **Program Fees:** Program fees of \$110 per semester x 5 semesters (total \$550) include:

- Class / Lab: 1 pair KSU Scrubs (\$55), 1 KSU Polo Shirt (\$30)
- Fieldwork Requirements: EXXAT Fieldwork Management System (\$100), KSU Nametag (\$20), BCI/FBI Background Checks (\$80x2)
- Course Supplies:

COURSE	NAME	SEMESTER	FEE	COVERS
OCAT 10001	OT Practice Skills II	3 rd	\$25	Craft supplies for labs
OCAT 10003	OT Practice Skills Lab	2 nd	\$35	2 goniometers and gait belt
OCAT 20001	OT Mgmt and Leadership	5 th	\$75	AOTA Membership 1 year
OCAT 20003	OT Practice Skills III	4 th	\$25	Splinting materials
OCAT 20004	Occ Performance in Peds	5 th	\$25	Handwriting materials, assessment forms

⁴ **Health Requirements:** Physical Exam, current immunizations/titers, annual Tb testing, annual influenza, American Heart Association CPR certification, drug testing, site specific background checks. Costs vary depending on provider charges, student health/immunization documents, student health history.

⁵ **AOTA Hill Day:** Average costs include hotel room (\$85), gas (\$40), meals (on own). Some expenses can be covered through SOTA Club fundraising.

⁶ **Miscellaneous:** SOTA Club dues (\$5), Community Service activities (\$25); transportation/meals/gas/parking to classes, labs, fieldtrips, and scheduled fieldwork experiences

STUDENT SKILLS AND TECHNIQUES DEVELOPMENT

Class and Lab Participation

All students accepting a position in the OCAT Program are informed of their rights and responsibilities as student practitioners and student clients during orientation and in the OCAT Student Handbook.

Student Skill and Technique Development

Throughout the OCAT Program, students are often requested to perform occupational therapy demonstration, interventions, and evaluations (collectively known as “activities”) on other students, instructors and /or patients.

Each person must accept the following responsibilities when involved in activities:

Faculty Responsibilities

Prior to participation in skill development activities, the faculty will:

1. Explain the purpose, risks, and benefits of the activity.
2. Provide the opportunity for questions regarding the activity.
3. Provide an appropriate level of licensed supervision throughout the activity.

Student Responsibilities

When participating as the client in a demonstration, evaluation or intervention, the student is responsible to:

1. Inform the faculty of any medical condition or change in medical condition that would prevent safe participation in the activity.
2. Immediately notify the student practitioner and faculty of any discomfort or pain caused by the activities.
3. Immediately request that the faculty assist in the application of an activity if there are any concerns about the skill or procedures used by the student practitioner.
4. Report any injury to the faculty immediately.

When performing demonstrations, evaluations or interventions on a student ‘client’, the student practitioner is responsible to:

1. Obtain verbal consent.
2. Immediately terminate the activity upon any verbal or physical indication by the student client.
4. Refrain from performing any activity that the student practitioner is not adequately prepared to perform safely.
4. Request assistance from the faculty when needed.
5. Inform the faculty of any factors that prevent safe performance of an activity.

** Please be advised that refusing to participate as a student practitioner may prevent the student from successful completion of the OCAT program.

Medical History

Students whose medical history predisposes them to injury or possible harm are responsible for notifying the Program Director and appropriate faculty so that proper precautions may be taken to prevent harm to the student, patients, or lab partners.

New Medical Conditions

If a student becomes injured, ill, or pregnant during matriculation in the OCAT program, the student must notify the Program Director immediately. The student is also encouraged to see a physician as soon as possible to discuss the physical demands of the academic and clinical components of the program. The student must submit documentation from the physician indicating any dates the student is restricted from full participation in the OCAT program activities. Students reporting changes in health status may be prohibited from participating in clinical or lab classes until safe participation is assured. The student's inability to participate in the OCAT program activities may result in a "Failure to Progress" as described in this Handbook.

Contraindications

Illnesses, injury, or pregnancy may result in a contraindication to activities in the OCAT program; therefore, precautions must be taken. It is the student's responsibility to inform the faculty of any medical conditions that prevents the student from safe participation in any aspect of the OCAT program.

Voluntary Information

Students voluntarily provide the OCAT program with information related to their health history, immunization records, tuberculosis screening, CPR certification, and background checks through submission to a fieldwork management program. Maintaining originals/copies of this information is the student's responsibility and students must make this information available to the academic fieldwork coordinator at KSUEL or the fieldwork educator of the contracted clinic site upon request. Failure to provide the information will result in the student's inability to participate in the fieldwork experience component of the OCAT Program.

When necessary the fieldwork coordinator may disclose this information to clinical sites on behalf of the students.

Medical Records

Students are required to disclose medical information that demonstrates compliance with the health and safety requirements of the fieldwork affiliation facilities. This information is confidential in nature and is secured in a fieldwork management system. Signed consent allows the Fieldwork Coordinator and/or Program Director to provide this information to other parties of interest, such as the Fieldwork Educator at an assigned clinic site. Occasionally a fieldwork site requires extra immunizations and/or testing which will be the responsibility of the individual student.

Students must submit the following information to the fieldwork management system and be cleared by the fieldwork coordinator by the designated due date. Students must also submit any requested

information to their fieldwork site and/or academic fieldwork coordinator as required by the facility by given deadlines throughout the program. Students who need assistance in locating the appropriate community resources to fulfill these responsibilities should contact the Fieldwork Coordinator.

- Measles, Mumps, Rubella Immunization OR Titer Lab Results and documentation of booster if titers negative or equivocal
- Varicella Zoster (Chicken Pox) Immunization OR Titer Lab Results and documentation of booster if titers negative or equivocal OR medically documented history of the disease
- Hepatitis B Vaccine Series completed or initiated, Titer Lab Results, OR Waiver Signed
- TB Skin Test 2 step within the last 12 months (and chest x-ray if positive) followed by an annual 1-step test each year
- Tetanus Vaccine/Booster (Tdap) less than 10 years old
- Annual influenza vaccine
- American Heart Association BLS (Healthcare Provider -online course not acceptable)
- Physical Exam dated and signed (form providedB)

****Failure to maintain currency in these requirements may result in failure of OCAT courses.**

Background Check

In order to comply with fieldwork site requirements, students must complete BCI and FBI background checks. Payment for the fingerprinting/background checks are included in Program Fees. Background checks will be completed on campus and scheduled for the class.

Results of these checks may limit access to clinical facilities at any time during the Occupational Therapy Assistant Program and result in the inability of the student to meet program requirements. If a student is unable to meet the requirements, he/she cannot graduate. The federal and civilian background checks will be completed annually while in the OCAT program. Students will be responsible for obtaining fingerprinting at the conclusion of the program to receive state licensure.

Important note: A felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure. Felony convictions may result in the following:

- Fieldwork sites may refuse admission to OCAT students with a conviction. If a student is unable to complete the clinical portions of the program, he/she will be unable to complete the OCAT program.
- OCAT graduates with convictions may be denied the opportunity to take the National Board for Certification in Occupational Therapy (NBCOT) certification exam. OCAT applicants with convictions are referred to www.nbcot.org for more information.
- OCAT graduates with convictions may be denied permission to obtain a license to practice. OCAT applicants are referred to the Ohio Occupational Therapy, Physical Therapy, and Athletic Trainers Board at <http://otptat.ohio.gov> for more information.

For additional counseling, contact the OCAT Program advisor.

Drug Testing

Initial or random drug testing is required by some fieldwork facilities. Students must provide urine sample upon request. Failure to comply with fieldwork site requirements may result in termination of the fieldwork experience and therefore result in a failure to progress. Students are typically responsible for the costs of drug testing.

Change of Address/Name Process

Any student changing his/her address, name, or phone number during the program is to **notify the OTA program** as well as the **admissions office** of the change. The admissions office has an official change of address and name form that must be completed for this information to be changed on your University records. It is imperative that you notify both the program and the University of any change, so you do not miss any written communications.

Malpractice/Liability Insurance Coverage

The Kent State University OCAT Program requires students to carry student liability insurance, which covers faculty and students at \$1 million per incident and \$3 million aggregate. This insurance includes professional liability, damage to the property of others, assault coverage, first aid expenses, defendant expense benefit for lost wages, deposition representation, medical payments, legal representation, and school grievance/disciplinary hearing at various covered amounts. Students are informed of this information at the new student orientation. Liability insurance provides coverage for faculty and students in the laboratory, on campus, in educational experiences off campus and during student's fieldwork experiences.

Prior to being involved in lab experiences on campus and fieldwork experiences during the OCAT Program, each student will receive the liability insurance policy. Proof of liability insurance will be provided to each student for his/her fieldwork experiences.

Student Health Insurance Coverage

It is recommended that each student carry sufficient health insurance (some clinics require proof of health insurance) to cover injury or illness that may occur during the fieldwork experience. The contracts between Kent State University and our affiliating fieldwork sites indemnify the clinic from any responsibility or liability for injury to students in their facility. The student is solely responsible for his/her own welfare and health throughout the OCAT academic program. Health insurance should be effective prior to beginning OCAT courses and maintained throughout the program.

FIELDWORK EXPERIENCE

Purpose

The purpose of the fieldwork experience is to provide occupational therapy students with the opportunity to **integrate** academic knowledge with application skills at progressively higher levels of performance and responsibility. Supervised fieldwork experience in occupational therapy is an integral part of both the educational process and professional preparation. Upon completion of Level II Fieldwork education the student is expected to function at or above the minimum entry-level competence.

Levels of fieldwork

- Level I** Level I fieldwork experience includes experiences designed to complement the related didactic course for the purpose of directed observations and participation in selected field settings. Level I fieldwork rotations are OCAT 10092—Fieldwork 1A and OCAT 20092—Fieldwork 1B. Students **MUST** pass the Level I fieldwork experience in order to progress in the program. No part of the Level I fieldwork may be substituted for any part of Level II fieldwork.
- Level II** Level II fieldwork is intended to emphasize the application of an academically acquired body of knowledge by providing the student with an in-depth “hands on” experience in delivery of occupational therapy service to patients/clients. There are two (2) Level II fieldwork experiences, each lasting eight (8) consecutive weeks/forty hours per week, complying with the work schedule of the assigned facility. These fieldwork rotations (OCAT 20192—Clinical Applications I and OCAT 20292—Clinical Applications II) are scheduled after the coursework has been successfully completed.

Note: Clinical education must be successfully completed within 18 months of the didactic coursework.

Location of Fieldwork Sites

Students may NOT contact facilities as a potential fieldwork site. If you have a facility in mind, please see the Fieldwork Coordinator. When assigning a student to a placement, the student’s place of residence and preference will be taken into consideration but it may not always be possible to accommodate all requests. The student will likely be required to complete fieldwork assignments out of the local area. Most fieldwork sites are within a 60 mile radius of your home. Occasionally students request out of state placements for the experience. These requests should be discussed with the Fieldwork Coordinator at least 6 months in advance to allow time to establish a contract with a new facility. The distance to some Level II fieldwork sites may make temporary relocation advisable. Students wishing to secure temporary housing closer to a facility will be responsible for their own room and board in most cases (some facilities may be able to offer housing and meals at a nominal cost to the student).

Attendance Policy for Fieldwork

Attendance is mandatory for fieldwork. Under certain circumstances, OCAT students are required to attend fieldwork on days when classes are not in session. Second year OCAT students may begin their

fieldwork rotation 1-2 weeks prior to the start of the spring semester, with a possibility of a break between the two Level II rotations, and concludes one week prior to commencement. Students may be required to attend fieldwork on holidays if the facility is open. The Academic Fieldwork Coordinator must be notified of any changes in the schedule.

Clinical Hours

Students are required to make the necessary arrangements to be able to travel and participate in the clinic hours of their assigned FWE. Facility hours vary greatly with some settings scheduling patients earlier or later in the day. Students must be available and present during those hours.

Fieldwork Manual/Seminars

All students are required to purchase a fieldwork manual beginning spring semester of their first year. This book contains fieldwork policies and procedures, formats for various fieldwork assignments, Code of Ethics, Standards of Practice, and reimbursement information. Fieldwork Seminars will be conducted throughout each semester in order to prepare the student for each fieldwork experience.

Kent State University Occupational Therapy Assistant Technology Program Fieldwork Experiences Level I & II

Semester	Spring – 1st Year	Summer – 1st Year	Spring – 2nd Year	Spring – 2nd Year
Course Number	OCAT 10092	OCAT 20092	OCAT 20192	OCAT 20292
Course Title	Therapeutic Techniques: Fieldwork 1A Psychosocial	Therapeutic Techniques II: Fieldwork 1B Physical Dysfunction	Clinical Applications I	Clinical Applications II
Fieldwork Population and Setting	<i>Children-Geri</i> <i>Psychosocial Settings:</i> Hospital, SNF, school, outpatient clinic, day center, community site, Alzheimer's center, correctional facility, residential farm, workshop; can be completed via simulation	<i>Children-Geri</i> <i>Physical Dys Settings:</i> Acute hospital, SNF, rehab center, school system, outpatient clinic, community site, adult senior center, workshop, hand center; can be completed via simulation	<i>Children-Geri</i> Inpatient Acute, Inpatient Rehab, Psychosocial, Pediatrics (Schools, Outpatient, or hospital), Outpatient, Skilled Nursing Facility, Academia, or Community-based Practice	<i>Children-Geri</i> Inpatient Acute, Inpatient Rehab Psychosocial, Pediatrics (Schools, Outpatient, or hospital), Outpatient, Skilled Nursing Facility, Academia, or Community-based Practice
Fieldwork Days	vary	vary	Monday-Friday (Possible weekends)	Monday-Friday (Possible weekends)
Fieldwork Schedule	10 visit days ~80 hours	10 visit days ~80 hours	FT 5 days per week for 8 weeks following facility hours	FT 5 days per week for 8 weeks following facility hours
Supervision	Faculty or Facility Supervision (can be non-OT staff)	Faculty or Facility Supervision (can be non-OT staff)	Faculty or Facility Supervision OT Staff	Faculty or Facility Supervision OT Staff

OCCUPATIONAL THERAPY ASSOCIATIONS

Occupational Therapy Assistant students are considered to be a professional upon admission into an Occupational Therapy Assistant Technology Program. We stress that participation in national, state and club associations is a vital part of your growth as a professional. There are several forms of associations in place in the Occupational Therapy profession.

AOTA – American Occupational Therapy Association

The American Occupational Therapy Association is a national professional society established 1917 to represent the interests and concerns of occupational therapy practitioners, and to improve the quality of occupational therapy services.

1. Supports state regulations of practice through licensure and other regularly laws
2. They set the standards for occupational therapy practice and helps members develop skills to monitor and improve quality of care
3. Accredited entry-level occupational therapy educational programs
4. Provide continuing education programs
5. Deliver expert testimony on health care issues to congress and state legislatures
6. Offers its members a wide range of practice information through monthly publications, discounts on conferences/seminars, and publishes nation wide job opportunities

OOTA – Ohio Occupational Therapy Association

The mission of the Ohio Occupational Therapy Association is to promote the profession of Occupational Therapy, address professional issues and advance the practice of occupational therapy on a state level. The program is located within the Northeast District.

Advantages of being an OOTA member:

1. Monthly newsletters
2. Library of books, videos, tapes and other materials
3. Discounts for OOTA sponsored conferences, along with credits required for licensure
4. Listing of state wide job opportunities

Membership applications for both associations are available from the Program Director.

SOTA - Student Occupational Therapy Assistant Club

The SOTA Club is designed for OCAT Program students to participate at a college level. Everyone in the Occupational Therapy Assistant Technology Program is required to join the SOTA Club. The purpose of the club is to bring the OTA students together to explore new developments in Occupational Therapy, to become active in the Occupational Therapy community and to engage in a community service.

Club dues of \$5 is paid the first year of the program. All students are required to attend club meetings and participate in community service activities and fundraising activities. Being an active member of the SOTA Club is a vital part to your professional growth.

OCCUPATIONAL THERAPY CODE OF ETHICS (2015)

Preamble

The 2015 *Occupational Therapy Code of Ethics* (Code) of the American Occupational Therapy Association (AOTA) is designed to reflect the dynamic nature of the profession, the evolving health care environment, and emerging technologies that can present potential ethical concerns in research, education, and practice. AOTA members are committed to promoting inclusion, participation, safety, and well-being for all recipients 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 individuals, groups, families, organizations, communities, or populations (AOTA, 2014b).

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 outlines Standards of Conduct the public can expect from those in the profession. It should be applied to all areas of occupational therapy and shared with relevant stakeholders to promote ethical conduct.

The Code serves two purposes:

1. It provides aspirational Core Values that guide members toward ethical courses of action in professional and volunteer roles, and
2. It delineates enforceable Principles and 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. It is a commitment to benefit others, to 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 analysis of the complex dynamics of situations, weighing of consequences, making reasoned decisions, taking action, and reflecting on outcomes. Occupational therapy personnel, including students in occupational therapy programs, are expected to abide by the Principles and Standards of Conduct within this Code. Personnel roles include clinicians (e.g., direct service, consultation, administration); educators; researchers; entrepreneurs; business owners; and those in elected, appointed, or other professional volunteer service.

The process for addressing ethics violations by AOTA members (and associate members, where applicable) is outlined in the Code's Enforcement Procedures (AOTA, 2014a).

Although the Code can be used in conjunction with licensure board regulations and laws that guide standards of practice, the Code is meant to be a freestanding document, guiding 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 in resolving ethical issues not addressed in this document. Resources can include, but are not limited to, ethics committees, ethics officers, the AOTA Ethics Commission or Ethics Program Manager, or an ethics consultant.

Core Values

The profession is grounded in seven long-standing Core Values: (1) Altruism, (2) Equality, (3) Freedom, (4) Justice, (5) Dignity, (6) Truth, and (7) Prudence. *Altruism* involves demonstrating concern for the welfare of others. *Equality* refers to treating all people impartially and free of bias. *Freedom* and personal choice are paramount in a profession in which the values and desires of the client guide our interventions. *Justice* expresses a state in which diverse communities are inclusive; diverse communities are organized and structured such that all members can function, flourish, and

live a satisfactory life. Occupational therapy personnel, by virtue of the specific nature of the practice of occupational therapy, have a vested interest in addressing unjust inequities that limit opportunities for participation in society (Braveman & Bass-Haugen, 2009).

Inherent in the practice of occupational therapy is the promotion and preservation of the individuality and *Dignity* of the client, by treating him or her with respect in all interactions. In all situations, occupational therapy personnel must provide accurate information in oral, written, and electronic forms (*Truth*). Occupational therapy personnel use their clinical and ethical reasoning skills, sound judgment, and reflection to make decisions in professional and volunteer roles (*Prudence*).

The seven Core Values provide a foundation to guide occupational therapy personnel in their interactions with others. Although the Core Values are not themselves enforceable standards, they should be considered when determining the most ethical course of action.

Principles and Standards of Conduct

The Principles and Standards of Conduct that are enforceable for professional behavior include (1) Beneficence, (2) Nonmaleficence, (3) Autonomy, (4) Justice, (5) Veracity, and (6) Fidelity. Reflection on the historical foundations of occupational therapy and related professions resulted in the inclusion of Principles that are consistently referenced as a guideline for ethical decision-making.

Beneficence

Principle 1. Occupational therapy personnel shall demonstrate a concern for the well-being and safety of the recipients of their services.

Beneficence includes all forms of action intended to benefit other persons. The term *beneficence* connotes acts of mercy, kindness, and charity (Beauchamp & Childress, 2013). Beneficence requires taking action by helping others, in other words, by promoting good, by preventing harm, and by removing harm. 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, helping persons with disabilities, and rescuing persons in danger (Beauchamp & Childress, 2013).

Related Standards of Conduct

Occupational therapy personnel shall

- A. Provide appropriate evaluation and a plan of intervention for recipients of occupational therapy services specific to their needs.
- B. Reevaluate and reassess recipients of service in a timely manner to determine whether goals are being achieved and whether intervention plans should be revised.
- C. 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.
- D. Ensure that all duties delegated to other occupational therapy personnel are congruent with credentials, qualifications, experience, competency, and scope of practice with respect to service delivery, supervision, fieldwork education, and research.
- E. Provide occupational therapy services, including education and training that are within each practitioner's level of competence and scope of practice.
- F. Take steps (e.g., continuing education, 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.
- G. Maintain competency by ongoing participation in education relevant to one's practice area.

- H. Terminate occupational therapy services in collaboration with the service recipient or responsible party when the services are no longer beneficial.
- I. Refer to other providers when indicated by the needs of the client.
- J. Conduct and disseminate research in accordance with currently accepted ethical guidelines and standards for the protection of research participants, including determination of potential risks and benefits.

Nonmaleficence

Principle 2. Occupational therapy personnel shall refrain from actions that cause harm.

Nonmaleficence “obligates us to abstain from causing harm to others” (Beauchamp & Childress, 2013, p. 150). The Principle of *Nonmaleficence* also includes an obligation to not impose risks of harm even if the potential risk is without malicious or harmful intent. This Principle often is examined under the context of due care. The standard of *due care* “requires that the goals pursued justify the risks that must be imposed to achieve those goals” (Beauchamp & Childress, 2013, p. 154). For example, in occupational therapy practice, this standard applies to situations in which the client might feel pain from a treatment intervention; however, the acute pain is justified by potential longitudinal, evidence-based benefits of the treatment.

Related Standards of Conduct

Occupational therapy personnel shall

- A. Avoid inflicting harm or injury to recipients of occupational therapy services, students, research participants, or employees.
- B. Avoid abandoning the service recipient by facilitating appropriate transitions when unable to provide services for any reason.
- C. Recognize and take appropriate action to remedy personal problems and limitations that might cause harm to recipients of service, colleagues, students, research participants, or others.
- D. Avoid any undue influences that may impair practice and compromise the ability to safely and competently provide occupational therapy services, education, or research.
- E. Address impaired practice and when necessary report to the appropriate authorities.
- F. Avoid dual relationships, conflicts of interest, and situations in which a practitioner, educator, student, researcher, or employer is unable to maintain clear professional boundaries or objectivity.
- G. Avoid engaging in sexual activity with a recipient of service, including the client’s family or significant other, student, research participant, or employee, while a professional relationship exists.
- H. Avoid compromising rights or well-being of others based on arbitrary directives (e.g., unrealistic productivity expectations, falsification of documentation, inaccurate coding) by exercising professional judgment and critical analysis.
- I. Avoid exploiting any relationship established as an occupational therapy clinician, educator, or researcher to further one’s own physical, emotional, financial, political, or business interests at the expense of recipients of services, students, research participants, employees, or colleagues.
- J. Avoid bartering for services when there is the potential for exploitation and conflict of interest.

Autonomy

Principle 3. Occupational therapy personnel shall respect the right of the individual to self-determination, privacy, confidentiality, and consent.

The Principle of *Autonomy* expresses the concept that practitioners have a duty to treat the client according to the client’s desires, within the bounds of accepted standards of care, and to protect the

client's confidential information. Often, respect for Autonomy is referred to as the *self-determination principle*. However, respecting a person's autonomy goes beyond acknowledging an individual as a mere agent and also acknowledges a person's right "to hold views, to make choices, and to take actions based on [his or her] values and beliefs" (Beauchamp & Childress, 2013, p. 106). Individuals 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, his or her autonomy should be respected through involvement of an authorized agent or surrogate decision maker.

Related Standards of Conduct

Occupational therapy personnel shall

- A. Respect and honor the expressed wishes of recipients of service.
- B. Fully disclose the benefits, risks, and potential outcomes of any intervention; the personnel who will be providing the intervention; and any reasonable alternatives to the proposed intervention.
- C. Obtain consent after disclosing appropriate information and answering any questions posed by the recipient of service or research participant to ensure voluntariness.
- D. Establish a collaborative relationship with recipients of service and relevant stakeholders, to promote shared decision-making.
- E. Respect the client's right to refuse occupational therapy services temporarily or permanently, even when that refusal has potential to result in poor outcomes.
- F. Refrain from threatening, coercing, or deceiving clients to promote compliance with occupational therapy recommendations.
- G. Respect a research participant's right to withdraw from a research study without penalty.
- H. 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).
- I. Display responsible conduct and discretion when engaging in social networking, including but not limited to refraining from posting protected health information.
- J. Facilitate comprehension and address barriers to communication (e.g., aphasia; differences in language, literacy, culture) with the recipient of service (or responsible party), student, or research participant.

Justice

Principle 4. Occupational therapy personnel shall promote fairness 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, 2013). Occupational therapy personnel should relate in a respectful, fair, and impartial manner to individuals and groups with whom they interact. They should also respect the applicable laws and standards related to their area of practice. Justice requires the impartial consideration and consistent following of rules to generate unbiased decisions and promote fairness. As occupational therapy personnel, we work to uphold a society in which all individuals have an equitable opportunity to achieve occupational engagement as an essential component of their life.

Related Standards of Conduct

Occupational therapy personnel shall

- A. Respond to requests for occupational therapy services (e.g., a referral) in a timely manner as determined by law, regulation, or policy.
- B. Assist those in need of occupational therapy services to secure access through available means.
- C. Address barriers in access to occupational therapy services by offering or referring clients to

- financial aid, charity care, or pro bono services within the parameters of organizational policies.
- D. Advocate for changes to systems and policies that are discriminatory or unfairly limit or prevent access to occupational therapy services.
 - E. Maintain awareness of current laws and AOTA policies and Official Documents that apply to the profession of occupational therapy.
 - F. Inform employers, employees, colleagues, students, and researchers of applicable policies, laws, and Official Documents.
 - G. Hold requisite credentials for the occupational therapy services they provide in academic, research, physical, or virtual work settings.
 - H. Provide appropriate supervision in accordance with AOTA Official Documents and relevant laws, regulations, policies, procedures, standards, and guidelines.
 - I. Obtain all necessary approvals prior to initiating research activities.
 - J. Refrain from accepting gifts that would unduly influence the therapeutic relationship or have the potential to blur professional boundaries and adhere to employer policies when offered gifts.
 - K. Report to appropriate authorities any acts in practice, education, and research that are unethical or illegal.
 - L. Collaborate with employers to formulate policies and procedures in compliance with legal, regulatory, and ethical standards and work to resolve any conflicts or inconsistencies.
 - M. Bill and collect fees legally and justly in a manner that is fair, reasonable, and commensurate with services delivered.
 - N. Ensure compliance with relevant laws and promote transparency when participating in a business arrangement as owner, stockholder, partner, or employee.
 - O. Ensure that documentation for reimbursement purposes is done in accordance with applicable laws, guidelines, and regulations.
 - P. Refrain from participating in any action resulting in unauthorized access to educational content or exams (including but not limited to sharing test questions, unauthorized use of or access to content or codes, or selling access or authorization codes).

Veracity

Principle 5. Occupational therapy personnel shall provide comprehensive, accurate, and objective information when representing the profession.

Veracity is based on the virtues of truthfulness, candor, and honesty. The Principle of *Veracity* refers to comprehensive, accurate, and objective transmission of information and includes fostering understanding of such information (Beauchamp & Childress, 2013). Veracity is based on respect owed to others, including but not limited to recipients of service, colleagues, students, researchers, and research participants.

In communicating with others, occupational therapy personnel implicitly promise to be truthful and not deceptive. When entering into a therapeutic or research relationship, the recipient of service or research participant has a right to accurate information. In addition, transmission of information is incomplete without also ensuring that the recipient or participant understands the information provided.

Concepts of veracity must be carefully balanced with other potentially competing ethical principles, cultural beliefs, and organizational policies. Veracity ultimately is valued as a means to establish trust and strengthen professional relationships. Therefore, adherence to the Principle of Veracity also requires thoughtful analysis of how full disclosure of information may affect outcomes.

Related Standards of Conduct

Occupational therapy personnel shall

- A. Represent credentials, qualifications, education, experience, training, roles, duties, competence, contributions, and findings accurately in all forms of communication.
- B. Refrain from using or participating in the use of any form of communication that contains false, fraudulent, deceptive, misleading, or unfair statements or claims.
- C. 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.
- D. Identify and fully disclose to all appropriate persons, errors or adverse events that compromise the safety of service recipients.
- E. Ensure that all marketing and advertising are truthful, accurate, and carefully presented to avoid misleading recipients of service, research participants, or the public.
- F. Describe the type and duration of occupational therapy services accurately in professional contracts, including the duties and responsibilities of all involved parties.
- G. Be honest, fair, accurate, respectful, and timely in gathering and reporting fact-based information regarding employee job performance and student performance.
- H. Give credit and recognition when using the ideas and work of others in written, oral, or electronic media (i.e., do not plagiarize).
- I. Provide students with access to accurate information regarding educational requirements and academic policies and procedures relative to the occupational therapy program or educational institution.
- J. Maintain privacy and truthfulness when utilizing telecommunication in delivery of occupational therapy services.

Fidelity

Principle 6. Occupational therapy personnel shall treat clients, colleagues, and other professionals with respect, fairness, discretion, and integrity.

The Principle of *Fidelity* comes from the Latin root *fidelis*, meaning loyal. *Fidelity* refers to the duty one has to keep a commitment once it is made (Veatch, Haddad, & English, 2010). In the health professions, this commitment refers to promises made between a provider and a client or patient based on an expectation of loyalty, staying with the patient in a time of need, and compliance with a code of ethics. These promises can be implied or explicit. The duty to disclose information that is potentially meaningful in making decisions is one obligation of the moral contract between provider and client or patient (Veatch et al., 2010).

Whereas respecting Fidelity requires occupational therapy personnel to meet the client's reasonable expectations, the Principle also addresses maintaining respectful collegial and organizational relationships (Purtilo & Doherty, 2011). Professional relationships are greatly influenced by the complexity of the environment in which occupational therapy personnel work. Practitioners, educators, and researchers alike must 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.

Related Standards of Conduct

Occupational therapy personnel shall

- A. Preserve, respect, and safeguard private information about employees, colleagues, and students unless otherwise mandated or permitted by relevant laws.
- B. Address incompetent, disruptive, unethical, illegal, or impaired practice that jeopardizes the safety or well-being of others and team effectiveness.

- C. Avoid conflicts of interest or conflicts of commitment in employment, volunteer roles, or research.
- D. Avoid using one's position (employee or 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.
- E. Be diligent stewards of human, financial, and material resources of their employers, and refrain from exploiting these resources for personal gain.
- F. Refrain from verbal, physical, emotional, or sexual harassment of peers or colleagues.
- G. Refrain from communication that is derogatory, intimidating, or disrespectful and that unduly discourages others from participating in professional dialogue.
- H. Promote collaborative actions and communication as a member of interprofessional teams to facilitate quality care and safety for clients.
- I. Respect the practices, competencies, roles, and responsibilities of their own and other professions to promote a collaborative environment reflective of interprofessional teams.
- J. Use conflict resolution and internal and alternative dispute resolution resources as needed to resolve organizational and interpersonal conflicts, as well as perceived institutional ethics violations.
- K. 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.
- L. Refrain from actions that reduce the public's trust in occupational therapy.
- M. Self-identify when personal, cultural, or religious values preclude, or are anticipated to negatively affect, the professional relationship or provision of services, while adhering to organizational policies when requesting an exemption from service to an individual or group on the basis of conflict of conscience.

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