



# **Central Penn College Occupational Therapy Assistant Program Handbook**

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## **WELCOME TO THE OTA PROGRAM**

Welcome to the Occupational Therapy Assistant (OTA) Program at Central Penn College. We are excited that you have chosen the field of occupational therapy and look forward to helping each of you achieve your personal goal of becoming an occupational therapy assistant. By choosing this career, you have taken the first step towards making a difference in the lives of others.

Central Penn College is a fully accredited college by the Middle States Commission on Higher Education and recognized by the Secretary of Education, Commonwealth of Pennsylvania. The Accreditation Council for Occupational Therapy Education (ACOTE) has also granted the OTA program full accreditation status. The OTA faculty are committed to providing a quality education to our students that will prepare them for the National Board of Certification in Occupational Therapy (NBCOT) exam and then state licensure. Our program will challenge you, motivate you and stimulate your creative thinking skills. We look forward to working with you as you pursue your personal and professional goals.

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## **PURPOSE OF THE HANDBOOK**

This handbook was designed to assist you during your enrollment in the program and supplement the *College Catalog* that each student receives upon admission to Central Penn College. The information contained is important and will help guide you throughout the course of your education in the OTA program. Please review it carefully, sign the acknowledgement on the final page, and turn it in to the program director during your first week of class. This handbook should be kept for the duration of your time at Central Penn College as it reviews many important procedures and policies that will help you succeed. The OTA faculty are here to assist you navigating the curriculum and your college experience successfully. We hope that this program lays the foundation for a successful and rewarding career as an occupational therapy assistant.

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### A DEFINITION OF OCCUPATIONAL THERAPY

The American Occupational Therapy Association (AOTA) (2021) defined occupational therapy (OT) as “a profession that helps people across the lifespan to do the things they want and need to do through the therapeutic use of daily activities (occupations). Occupational therapy practitioners enable people of all ages to live life to its fullest by helping them promote health, and prevent—or live better with—injury, illness, or disability.”

## SECTION I

### MISSION

The occupational therapy assistant program is dedicated to providing holistic active learning experiences to graduate competent, entry-level, generalist occupational therapy assistants by instilling the values of evidence-based, ethical practice, professionalism, service and life-long learning.

### PROGRAM PHILOSOPHY

At Central Penn College we believe that occupational therapy practice is based on “enhancing or enabling participation in roles, habits, and routines” (AOTA, 2020, p. S1). Mastery of occupation is the result of an individual’s intrinsic motivation to master one’s environment combined with the achievement of normal development and learning of adaptive skills. Occupational therapy is a dynamic profession that uses a client-centered approach and evolves based on our client’s needs.

“Occupational therapy services are provided for habilitation, rehabilitation, and the promotion of health and wellness to those who have or are at risk for developing an illness, injury, disease, disorder, condition, impairment, disability, activity limitation, or participation restriction” (AOTA, 2011, p.1). By addressing the physical, cognitive, psychosocial, sensory and other aspects of performance occupational therapy facilitates participation in everyday life by restoring, maintaining or improving function, adapting the activity and/or environment and by teaching compensatory techniques. Participation in meaningful occupations impacts the quality of life for the individual and those that surround the individual.

The field of occupational therapy celebrated its *Centennial Vision* in 2017 with the vision to be a “powerful, widely-recognized, science-driven, and evidence-based with a globally connected, diverse workforce” (AOTA, 2006, p. 1). The field is now moving to *Vision 2025* in which “occupational therapy maximizes health, well-being, and quality of life for all people, populations, and communities through effective solutions that facilitate participation in everyday living” (AOTA, 2017). Occupational therapy promotes health and wellness, fosters normal development and can aid in prevention of illness, injury and disability for those who are at risk. As occupational therapy practice grows and changes, practitioners will be focused on evidence-based research, emerging non-traditional settings, and advocacy in promoting occupational therapy and occupational justice.

## PHILOSOPHY OF TEACHING AND LEARNING

### *Cooperation and Active Learning*

#### *Service*

#### *Diversity*

#### *Technology*

Learning is an active, hands-on, and cooperative process. It requires an exposure to and understanding of diversity along with a service minded attitude. Central Penn College's OTA program believes that active and cooperative learning engages the student in a collaborative process that lays a foundation for new learning. Within this process, students must integrate their previous experiences with professional academic knowledge, and new clinical and academic experiences to facilitate self-reflection and growth. The OTA program requires students to be active participants in the teaching and learning process. Instructors are required to engage with students to form a trusting relationship that enables learning, while embracing the subject matter and teaching methods (Bryson & Hand, 2007). A multisensory approach to teaching provides kinesthetic, visual, and auditory reinforcement of concepts to facilitate student learning in each course in the core curriculum.

An understanding of diversity is integral to the practice of an occupational therapy assistant. In line with the *Vision 2025*, OT seeks to build a "culturally responsive and customized services" (AOTA, 2017). The appreciation for differences in individuals, communities and practice areas is critical to develop culturally competent graduates. Collaboration is used to solidify concepts of diversity with opportunities to work with other students, other college programs and the community throughout the curriculum. Central Penn College has made a commitment to diversity through strategic planning initiatives. The college requires students to be service minded and opportunities to demonstrate service are provided throughout the course sequence. Students are also encouraged to seek areas of service most important to them.

Central Penn College's OTA Program embraces the need to be competent with technology in today's practice settings. Students utilize technology in multiple applications for research reviews, assignment completion and communication within the course. Technology use is geared to prepare students to be competent learners of on-line documentation systems used in practice settings and to continue to locate and retrieve quality research/information for use in evidence-based practice.

### References

American Occupational Therapy Association. (2017). Vision 2025. *American Journal of Occupational Therapy*, 71, 7103420010. <https://doi.org/10.5014/ajot.2017.713002>

American Occupational Therapy Association. (2011). Definition of occupational therapy practice for the AOTA model practice act. Retrieved from: <http://www.aota.org/-/media/corporate/files/advocacy/state/resources/practiceact/model%20definition%20of%20ot%20practice%20%20adopted%2041411.pdf>

American Occupational Therapy Association. (2020). Occupational therapy practice framework: Domain & process (4<sup>th</sup> Edition). *The American Journal of Occupational Therapy*, 74 (Supplement 2).

## PROGRAM LEARNING OBJECTIVES

Students will:

1. Understand the structure and function of the human body, the sensorimotor, psychosocial and cognitive components and their development throughout the lifespan
2. Apply knowledge of OT theory, principles and philosophies across all stages of the OT process
3. Demonstrate clinical reasoning skills, solve problems, and offer innovative occupation-based treatments through ethical, evidence-based practice
4. Distinguish between the distinct roles and responsibilities of the OT & OTA in the supervisory process
5. Understand the necessity of life-long learning to support competence, service-minded behaviors and professional development.
6. Demonstrate professional behaviors within the classroom, clinic and community settings.
7. Achieve entry-level competence by successfully completing academic and fieldwork education requirements.

## CURRICULUM DESIGN

### *Knowledge, Application, Mastery*

The OTA Program curriculum is based upon a sequential, developmental design that first focuses on knowledge, progresses to application and then finally to mastery of the skills required of an entry-level OTA. Early coursework builds a foundation of knowledge in body structures and functions, human development, cultural competence, occupational therapy foundations and psychology. Courses then proceed to provide opportunities to apply clinical skills, practice clinical reasoning skills, and allow for integration of theory and practice. Final coursework emphasizes the development of professional behaviors and maintaining professional competency while mastering skills during the completion of Level II fieldwork experiences.

<b><i>Knowledge</i></b>	<b><i>Application</i></b>	<b><i>Mastery</i></b>
OTA100 ALH120 ALH130 BIO105 PSY220	OTA108 OTA110 OTA200 OTA205 OTA210 OTA220 OTA230	OTA215 OTA299



Five curricular themes are woven into the curriculum across all levels of learning (knowledge, application and mastery). These themes are designed to promote the students ability to achieve competency as an entry-level generalist OTA. The curriculum design guides the scope and sequence of course content to allow students to gain and apply knowledge and eventually for mastery. This sequential and developmental process promotes the graduation of ethical, professional, service minded, life-long learners. The five themes are as follows:

1. Community Service
2. Life-long learning
3. Professional Behaviors
4. Ethical Practice
5. Diversity

## RECOMMENDED COURSE SEQUENCE (Traditional Students)

CRITICAL	COURSE NUMBER AND TITLE	CREDITS	ATTRIBUTE	PREREQUISITE	NOTES
<b>OTY</b>					
•	OTA100 Fundamentals of Occupational Therapy	3	Core		"C+" to progress
•	ALH120 Anatomy & Physiology	3	Core		"C+" to progress
•	ALH120L Anatomy & Physiology Lab	1	Core		"C+" to progress
	IDS101 CPC Foundations	3	FOUND 1		
	ENG101 College Composition I	3	FOUND 2		"C" to progress
<b>TERM 2</b>					
•	OTA108 Therapeutic Techniques I	4	Core	OTA100 & ALH120	"C+" to progress
•	ALH130 Anatomy & Physiology II	3	Core	ALH120	"C+" to progress
•	ALH130L Anatomy & Physiology II Lab	1	Core	ALH120	"C+" to progress
	IDS102 Intro to Information Literacy	3	FOUND 3	ENG101	
•	BIO105 Human Development	3	FOUND 7		
<b>TERM 3</b>					
•	OTA110 Therapeutic Techniques II	4	Core	ALH130 & OTA108	"C+" to progress
•	OTA200 Developmental Occupational Therapy	4	Core	BIO105 & OTA108	"C+" to progress
•	PSY220 Abnormal Psychology	3	OTA Elective	BIO105 or PSY100	
	COM101 Intro to Human Communication	3	FOUND 4		
<b>TERM 4</b>					
•	OTA205 Occupational Therapy in Mental Health	4	Core	OTA110, OTA200 & PSY420	"C+" to progress
•	OTA230 Pathology and Function	3	Core	ALH130 & OTA108	"C+" to progress
	MTH105 College Algebra <u>OR</u> MTH125 Quantitative Literacy	3	FOUND 5	MTH010 or placement	
<b>TERM 5</b>					
•	OTA210 Occupational Therapy in Physical Rehab	4	Core	OTA200 & OTA205	"C+" to progress
•	OTA220 Occupational Therapy in Geriatrics	3	Core	OTA205	"C+" to progress
	OPEN Elective	3	OTA Elective		
<b>TERM 6</b>					
•	OTA215 Developing Professional Behaviors	2	Core	OTA200	"C+" to progress
	Global Citizenship Category	3	FOUND 6		
	OPEN Elective	3	OTA Elective		
<b>Term 7</b>					
•	OTA299 Occupational Therapy Level II Fieldwork	10	Core		Will begin after Term 6
Total					

### RECOMMENDED COURSE SEQUENCE (Transfer Students)

CRITICAL	COURSE NUMBER AND TITLE	CREDITS	ATTRIBUTE	PREREQUISITE	NOTES
<b>TERM 1</b>					
•	OTA100 Fundamentals of Occupational Therapy	3	Core		"C+" to progress
	ALH120 Anatomy & Physiology I	3	Core		"C+" to progress
•	ALH120L Anatomy & Physiology I Lab	1	Core		"C+" to progress
	IDS101 CPC Foundations	3	FOUND 1		
	ENG101 College Composition I	3	FOUND 2		"C" to progress
<b>TERM 2</b>					
•	OTA108 Therapeutic Techniques I	4	Core	OTA100 & ALH120	"C+" to progress
•	ALH130 Anatomy & Physiology II	3	Core	ALH120	"C+" to progress
•	ALH130L Anatomy & Physiology II Lab	1	Core	ALH120	"C+" to progress
	IDS102 Intro to Information Literacy	3	FOUND 3	ENG101	
•	BIO105 Human Development	3	FOUND 7		
	MTH105 College Algebra <u>OR</u> MTH125 Quantitative Literacy	3	FOUND 5	MTH010 or placement	
<b>TERM 3</b>					
•	OTA110 Therapeutic Techniques II	4	Core	ALH130 & OTA108	"C+" to progress
•	OTA200 Developmental Occupational Therapy	4	Core	BIO105 & OTA108	"C+" to progress
•	PSY220 Abnormal Psychology	3	OTA Elective	BIO105 or PSY100	
	COM101 Intro to Human Communications	3	FOUND 4		
	OPEN Elective	3	OTA Elective		
<b>TERM 4</b>					
•	OTA205 Occupational Therapy in Mental Health	4	Core	OTA110, OTA200 & PSY420	"C+" to progress
•	OTA230 Pathology and Function	3	Core	ALH130 OTA110	"C+" to progress
•	OTA215 Developing Professional Behaviors	2	Core	OTA200	"C+" to progress
	Global Citizenship Category	3	FOUND 6		
<b>TERM 5</b>					
•	OTA210 Occupational Therapy in Physical Rehab	4	Core	OTA200 & OTA205	"C+" to progress
•	OTA220 Occupational Therapy in Geriatrics	3	Core	OTA205	"C+" to progress
	OPEN Elective	3	OTA Elective		
<b>TERM 6</b>					
•	OTA299 Occupational Therapy Level II Fieldwork	10	Core		Will begin after Term 5

## SECTION II OTA Program Policies

Policies of the OTA program may change. When change occurs OTA students will be notified in writing. Due to the academic rigor required of the OTA program, heavy work load while attending the program should be avoided whenever possible. The OTA program is a day program; however, some portions of the program may be online or available online and in the evening. Please note that email is the primary means of communication within the OTA program. If you do not have internet at home, you must have access to the internet Tuesday-Friday (local library, etc.) and are responsible for checking email daily.

### NON-DISCRIMINATION POLICY

Central Penn College is committed to a policy of nondiscrimination in compliance with all applicable federal and state statutes. Educational programs, activities, and employment at the college are provided to individuals without regard to marital status, race, color, national origin, sex, age, religious creed, handicap, or health, except as shall be reasonably necessary in the judgment of the college to prevent the introduction, transmission, or spread of communicable diseases, or to preserve and protect the general health and safety of the college.

### ESSENTIAL FUNCTIONS

Students enrolled in the OTA program must take into consideration that the profession of occupational therapy presents with certain expectations for successful practice.

Categories of Essential Functions	Definition	Example of Technical Standard
Physical Skills	Physical skills required to safely treat and interact with clients in any clinical setting.	<ul style="list-style-type: none"> <li>The physical ability to lift, carry, push, pull or otherwise move various weighted objects, including patients within the clinical fieldwork setting.</li> <li>The capability to move and reposition oneself and/or others; safely guard patients when sitting, standing or ambulating, and provide functional transfer assistance to patients in order to safely perform and achieve activities of daily living objectives.</li> <li>The manual dexterity to manipulate and handle objects, instruments and dials, use tools, and perform various manual and computerized documentation for assessments and therapeutic activities/interventions.</li> <li>Perform tasks which may include object handling, fingering, simple/firm grasp and fine/gross manipulation for the management of activities of daily living functioning including but not limited to dressing, grooming, bathing, hygiene, adaptive/assistive devices, home, work and leisure skill management and tasks such as fabrication of splints.</li> <li>Move with adequate agility and speed to ensure safety.</li> <li>Demonstrate general endurance necessary to safely complete necessary learning tasks in the academic and fieldwork environments.</li> </ul>

Sensory Skills	Ability to utilize all sensory systems in order to collaboratively work with all occupational therapy assistant students and with program faculty in the classroom, lab and clinical setting.	<ul style="list-style-type: none"> <li>• Sufficient visual acuity with/without corrective lenses to identify equipment calibrations, distinguish color changes of a patient's skin, and collect patient assessment data.</li> <li>• The tactile and sensory ability to palpate pulses, soft tissue and specific components of the musculoskeletal system.</li> <li>• Have adequate protective sensation for safety awareness during self care, homemaking, work and leisure activities.</li> <li>• A hearing ability with/without auditory aids to understand the normal speaking voice without viewing the speaker's face, hear timers and call bells, take/hear blood pressure and lung sounds with a stethoscope, and hear/understand alarm codes, emergency signals and calls for help.</li> </ul>
Communication Skills	Ability to respond appropriately to interact appropriately with all occupational therapy assistant students and faculty in classroom and clinical situations.	<ul style="list-style-type: none"> <li>• Ability to effectively communicate using the English language to explain directions, procedures, receive information verbally and from written documentation; document legibly in a patient's chart.</li> <li>• Exhibit appropriate interpersonal skills; and recognize and respond appropriately to nonverbal behavior of self and others (particularly for leading group interaction).</li> <li>• Ability to communicate effectively without prejudice to faculty, peers, and clients of all ages, sex, race, gender, religion, ethnicity and cultural background.</li> </ul>
Safety Skills	Sufficient motor ability to execute the movement and skills required for safe and effective occupational therapy treatment.	<ul style="list-style-type: none"> <li>• The ability to function in a safe and appropriate manner under stressful and emergency conditions.</li> <li>• The ability to adapt to an ever changing environment inherent in clinical situations involving patient care.</li> </ul>
Behavioral Skills	Sufficient ability to conduct oneself in a professional manner in classroom and fieldwork settings.	<ul style="list-style-type: none"> <li>• Demonstrate physical endurance and emotional capacity to work up to 8 (or more) hours per day and/or 40 hours per week while on clinical affiliation</li> <li>• Conduct oneself in a competent, compassionate, and professional manner in the community, classroom and clinical fieldwork settings</li> <li>• Abide by the policies and procedures of the college, OTA program and the fieldwork sites.</li> <li>• Modify one's own behavior and performance in response to feedback from instructors, fieldwork educators, peers and patients to achieve the learning objectives of the OTA program and the fieldwork site.</li> </ul>

## ETHICS

### Occupational Therapy Code of Ethics

#### Preamble

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

The Code is an AOTA Official Document and a public statement tailored to address the most prevalent ethical concerns of the occupational therapy profession. It sets forth Core Values and outlines Standards of Conduct the public can expect from those in the profession. The Code applies to all occupational therapy personnel<sup>1</sup> in all areas of occupational therapy and should be shared with relevant stakeholders to promote ethical conduct.

The Code serves two purposes:

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

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

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

Although many state regulatory boards incorporate the Code or similar language regarding ethical behavior into regulations, the Code is meant to be a freestanding document that guides ethical dimensions of professional behavior, responsibility, practice, and decision making. This Code is not exhaustive; that is, the Principles and Standards of Conduct cannot address every

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

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

possible situation. Therefore, before making complex ethical decisions that require further expertise, occupational therapy personnel should seek out resources to assist with resolving conflicts and ethical issues not addressed in this document. Resources can include, but are not limited to, ethics committees, organizational ethics officers or consultants, and the AOTA Ethics Commission. For a full list of AOTA ethics resources, please refer to the AOTA website at <https://www.aota.org/Practice/Ethics.aspx>.

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

### Core Values

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

1. **Altruism** indicates demonstration of unselfish concern for the welfare of others.

Occupational therapy personnel reflect this concept in actions and attitudes of commitment, caring, dedication, responsiveness, and understanding.

2. **Equality** indicates that all persons have fundamental human rights and the right to the same opportunities. Occupational therapy personnel demonstrate this value by maintaining an attitude of fairness and impartiality and treating all persons in a way that is free of bias.

Personnel should recognize their own biases and respect all persons, keeping in mind that others may have values, beliefs, or lifestyles that differ from their own. Equality applies to the professional arena as well as to recipients of occupational therapy services.

3. **Freedom** indicates valuing each person's right to exercise autonomy and demonstrate independence, initiative, and self-direction. A person's occupations play a major role in their development of self-direction, initiative, interdependence, and ability to adapt and relate to the world. Occupational therapy personnel affirm the autonomy of each individual to pursue goals that have personal and social meaning. Occupational therapy personnel value the service recipient's right and desire to guide interventions.

4. **Justice** indicates that occupational therapy personnel provide occupational therapy services for all persons in need of these services and maintain a goal-directed and objective relationship with recipients of service. Justice places value on upholding moral and legal principles and on having knowledge of and respect for the legal rights of recipients of service. Occupational therapy personnel must understand and abide by local, state, and

federal laws governing professional practice. Justice is the pursuit of a state in which diverse communities are inclusive and are organized and structured so that all members can function, flourish, and live a satisfactory life regardless of age, gender identity, sexual orientation, race, religion, origin, socioeconomic status, degree of ability, or any other status or attributes. Occupational therapy personnel, by virtue of the specific nature of the practice of occupational therapy, have a vested interest in *social justice*: addressing unjust inequities that limit opportunities for participation in society (Ashe, 2016; Braveman & Bass-Haugen, 2009). They also exhibit attitudes and actions consistent with *occupational justice*: full inclusion in everyday meaningful occupations for persons, groups, or populations (Scott et al., 2017).

5. **Dignity** indicates the importance of valuing, promoting, and preserving the inherent worth and uniqueness of each person. This value includes respecting the person's social and cultural heritage and life experiences. Exhibiting attitudes and actions of dignity requires occupational therapy personnel to act in ways consistent with cultural sensitivity, humility, and agility.

6. **Truth** indicates that occupational therapy personnel in all situations should be faithful to facts and reality. Truthfulness, or veracity, is demonstrated by being accountable, honest, forthright, accurate, and authentic in attitudes and actions. Occupational therapy personnel have an obligation to be truthful with themselves, recipients of service, colleagues, and society. Truth includes maintaining and upgrading professional competence and being truthful in oral, written, and electronic communications.

7. **Prudence** indicates the ability to govern and discipline oneself through the use of reason. To be prudent is to value judiciousness, discretion, vigilance, moderation, care, and circumspection in the management of one's own affairs and to temper extremes, make judgments, and respond on the basis of intelligent reflection and rational thought. Prudence must be exercised in clinical and ethical reasoning, interactions with colleagues, and volunteer roles.

### Principles

The Principles guide ethical decision making and inspire occupational therapy personnel to act in accordance with the highest ideals. These Principles are not hierarchically organized. At times, conflicts between competing principles must be considered in order to make ethical decisions.



These Principles may need to be carefully balanced and weighed according to professional values, individual and cultural beliefs, and organizational policies.

### **Principle 1. Beneficence**

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

The Principle of *Beneficence* includes all forms of action intended to benefit other persons. The term *beneficence* has historically indicated acts of mercy, kindness, and charity (Beauchamp & Childress, 2019). Beneficence requires taking action to benefit others—in other words, to promote good, to prevent harm, and to remove harm (Doherty & Purtilo, 2016). Examples of Beneficence include protecting and defending the rights of others, preventing harm from occurring to others, removing conditions that will cause harm to others, offering services that benefit persons with disabilities, and acting to protect and remove persons from dangerous situations (Beauchamp & Childress, 2019).

### **Principle 2. Nonmaleficence**

**Occupational therapy personnel shall refrain from actions that cause harm.**

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

### **Principle 3. Autonomy**

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

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

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

#### **Principle 4. Justice**

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

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

#### **Principle 5. Veracity**

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

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

#### **Principle 6. Fidelity**

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

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

### Standards of Conduct

The AOTA Ethics Commission enforces the following Standards of Conduct under the *Enforcement Procedures for the AOTA Occupational Therapy Code of Ethics* (AOTA, 2019):

Section	Standards of Conduct for Occupational Therapy Personnel
<b>1. Professional Integrity, Responsibility, and Accountability:</b> Occupational therapy personnel maintain awareness and comply with AOTA policies and Official Documents, current laws and regulations that are relevant to the profession of occupational therapy, and employer policies and procedures.	<p>1A. Comply with current federal and state laws, state scope of practice guidelines, and AOTA policies and Official Documents that apply to the profession of occupational therapy. (Principle: Justice; key words: policy, procedures, rules, law, roles, scope of practice)</p> <p>1B. Abide by policies, procedures, and protocols when serving or acting on behalf of a professional organization or employer to fully and accurately represent the organization's official and authorized positions. (Principle: Fidelity; key words: policy, procedures, rules, law, roles, scope of practice)</p> <p>1C. Inform employers, employees, colleagues, students, and researchers of applicable policies, laws, and Official Documents. (Principle: Justice; key words: policy, procedures, rules, law, roles, scope of practice)</p> <p>1D. Ensure transparency when participating in a business arrangement as owner, stockholder, partner, or employee. (Principle: Justice; key words: policy, procedures, rules, law, roles, scope of practice)</p> <p>1E. Respect the practices, competencies, roles, and responsibilities of one's own and other professions to promote a collaborative environment reflective of interprofessional teams. (Principle: Fidelity; key words: policy, procedures, rules, law, roles, scope of practice, collaboration, service delivery)</p> <p>1F. Do not engage in illegal actions, whether directly or indirectly harming stakeholders in occupational therapy practice. (Principle: Justice; key words: illegal, unethical practice)</p> <p>1G. Do not engage in actions that reduce the public's trust in occupational therapy. (Principle: Fidelity; key words: illegal, unethical practice)</p>

	<p>1H. Report potential or known unethical or illegal actions in practice, education, or research to appropriate authorities. (Principle: Justice; key words: illegal, unethical practice)</p> <p>1I. Report impaired practice to the appropriate authorities. (Principle: Nonmaleficence; key words: illegal, unethical practice)</p> <p>1J. Do not exploit human, financial, or material resources of employers for personal gain. (Principle: Fidelity; key words: exploitation, employee)</p> <p>1K. Do not exploit any relationship established as an occupational therapy practitioner, educator, or researcher to further one's own physical, emotional, financial, political, or business interests. (Principle: Nonmaleficence; key words: exploitation, academic, research)</p> <p>1L. Do not engage in conflicts of interest or conflicts of commitment in employment, volunteer roles, or research. (Principle: Fidelity; key words: conflict of interest)</p>
	<p>1M. Do not use one's position (e.g., employee, consultant, volunteer) or knowledge gained from that position in such a manner as to give rise to real or perceived conflict of interest among the person, the employer, other AOTA members, or other organizations. (Principle: Fidelity; key words: conflict of interest)</p> <p>1N. Do not barter for services when there is the potential for exploitation and conflict of interest. (Principle: Nonmaleficence; key words: conflict of interest)</p> <p>1O. Conduct and disseminate research in accordance with currently accepted ethical guidelines and standards for the protection of research participants, including informed consent and disclosure of potential risks and benefits. (Principle: Beneficence; key words: research)</p>

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

<p><b>4. Service Delivery:</b> Occupational therapy personnel strive to deliver quality services that are occupation based, client centered, safe, interactive, culturally sensitive, evidence based, and consistent with occupational therapy's values and philosophies.</p>	<p>4A. Respond to requests for occupational therapy services (e.g., referrals) in a timely manner as determined by law, regulation, or policy. (Principle: Justice; key words: occupational therapy process, referral, law)</p> <p>4B. Provide appropriate evaluation and a plan of intervention for recipients of occupational therapy services specific to their needs. (Principle: Beneficence; key words: occupational therapy process, evaluation, intervention)</p> <p>4C. Use, to the extent possible, evaluation, planning, intervention techniques, assessments, and therapeutic equipment that are evidence based, current, and within the recognized scope of occupational therapy practice. (Principle: Beneficence; key words: occupational therapy process, evaluation, intervention, evidence, scope of practice)</p> <p>4D. Obtain informed consent (written, verbal, electronic, or implied) after disclosing appropriate information and answering any questions posed by the recipient of service, qualified family member or caregiver, or research participant to ensure voluntary participation. (Principle: Autonomy; key words: occupational therapy process, informed consent)</p>
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	<p>4E. Fully disclose the benefits, risks, and potential outcomes of any intervention; the occupational therapy personnel who will be providing the intervention; and any reasonable alternatives to the proposed intervention. (Principle: Autonomy; key words: occupational therapy process, intervention, communication, disclose, informed consent)</p> <p>4F. Describe the type and duration of occupational therapy services accurately in professional contracts, including the duties and responsibilities of all involved parties. (Principle: Veracity; key words: occupational therapy process, intervention, communication, disclose, informed consent, contracts)</p> <p>4G. Respect the client's right to refuse occupational therapy services temporarily or permanently, even when that refusal has potential to result in poor outcomes. (Principle: Autonomy; key words: occupational therapy process, refusal, intervention, service recipients)</p> <p>4H. Provide occupational therapy services, including education and training, that are within each practitioner's level of competence and scope of practice. (Principle: Beneficence; key words: occupational therapy process, services, competence, scope of practice)</p> <p>4I. Reevaluate and reassess recipients of service in a timely manner to determine whether goals are being achieved and whether intervention plans should be revised. (Principle: Beneficence; key words: occupational therapy process, reevaluation, reassess, intervention)</p> <p>4J. Terminate occupational therapy services in collaboration with the service recipient or responsible party when the services are no longer beneficial. (Principle: Beneficence; key words: occupational therapy process, termination, collaboration)</p> <p>4K. Refer to other providers when indicated by the needs of the client. (Principle: Beneficence; key words: occupational therapy process, referral, service recipients)</p> <p>4L. Provide information and resources to address barriers to access for persons in need of occupational therapy services. (Principle: Justice; key words: beneficence, advocate, access)</p> <p>4M. Report systems and policies that are discriminatory or unfairly limit or prevent access to occupational therapy. (Principle: Justice; key words: discrimination, unfair, access, social justice)</p> <p>4N. Provide professional services within the scope of occupational therapy practice during community-wide public health emergencies as directed by federal, state, and local agencies. (Principle: Beneficence; key words: disasters, emergency)</p>
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<p><b>5. Professional Competence, Education, Supervision, and Training:</b> Occupational therapy personnel maintain credentials, degrees, licenses, and other certifications to demonstrate their commitment to develop and maintain competent, evidence-based practice.</p>	<p>5A. Hold requisite credentials for the occupational therapy services one provides in academic, research, physical, or virtual work settings. (Principle: Justice; key words: credentials, competence)</p> <p>5B. Represent credentials, qualifications, education, experience, training, roles, duties, competence, contributions, and findings accurately in all forms of communication. (Principle: Veracity; key words: credentials, competence)</p>
	<p>5C. Take steps (e.g., professional development, research, supervision, training) to ensure proficiency, use careful judgment, and weigh potential for harm when generally recognized standards do not exist in emerging technology or areas of practice. (Principle: Beneficence; key words: credentials, competence)</p> <p>5D. Maintain competence by ongoing participation in professional development relevant to one's practice area. (Principle: Beneficence; key words: credentials, competence)</p> <p>5E. Take action to resolve incompetent, disruptive, unethical, illegal, or impaired practice in self or others. (Principle: Fidelity; key words: competence, law)</p> <p>5F. Ensure that all duties delegated to other occupational therapy personnel are congruent with their credentials, qualifications, experience, competencies, and scope of practice with respect to service delivery, supervision, fieldwork education, and research. (Principle: Beneficence; key words: supervisor, fieldwork, supervision, student)</p> <p>5G. Provide appropriate supervision in accordance with AOTA Official Documents and relevant laws, regulations, policies, procedures, standards, and guidelines. (Principle: Justice; key words: supervisor, fieldwork, supervision, student)</p> <p>5H. Be honest, fair, accurate, respectful, and timely in gathering and reporting fact-based information regarding employee job performance and student performance. (Principle: Veracity; key words: supervisor, supervision, fieldwork, performance)</p> <p>5I. Do not participate in any action resulting in unauthorized access to educational content or exams, screening and assessment tools, websites, and other copyrighted information, including but not limited to plagiarism, violation of copyright laws, and illegal sharing of resources in any form. (Principle: Justice; key words: plagiarize, student, copyright, cheating)</p> <p>5J. Provide students with access to accurate information regarding educational requirements and academic policies and procedures relative to the occupational therapy program or educational institution. (Principle: Veracity; key words: education, student)</p>

<p><b>6. Communication:</b> Whether in written, verbal, electronic, or virtual communication, occupational therapy personnel uphold the highest standards of confidentiality, informed consent, autonomy, accuracy, timeliness, and record management.</p>	<p>6A. Maintain the confidentiality of all verbal, written, electronic, augmentative, and nonverbal communications in compliance with applicable laws, including all aspects of privacy laws and exceptions thereto (e.g., Health Insurance Portability and Accountability Act, Family Educational Rights and Privacy Act). (Principle: Autonomy; key words: law, autonomy, confidentiality, communication, justice)</p> <p>6B. Maintain privacy and truthfulness in delivery of occupational therapy services, whether in person or virtually. (Principle: Veracity; key words: telecommunication, telehealth, confidentiality, autonomy)</p> <p>6C. Preserve, respect, and safeguard private information about employees, colleagues, and students unless otherwise mandated or permitted by relevant laws. (Principle: Fidelity; key words: communication, confidentiality, autonomy)</p>
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	<p>6D. Demonstrate responsible conduct, respect, and discretion when engaging in digital media and social networking, including but not limited to refraining from posting protected health or other identifying information. (Principle: Autonomy; key words: communication, confidentiality, autonomy, social media)</p> <p>6E. Facilitate comprehension and address barriers to communication (e.g., aphasia; differences in language, literacy, health literacy, or culture) with the recipient of service (or responsible party), student, or research participant. (Principle: Autonomy; key words: communication, barriers)</p> <p>6F. Do not use or participate in any form of communication that contains false, fraudulent, deceptive, misleading, or unfair statements or claims. (Principle: Veracity; key words: fraud, communication)</p> <p>6G. Identify and fully disclose to all appropriate persons any errors or adverse events that compromise the safety of service recipients. (Principle: Veracity; key words: truthfulness, communication, safety, clients, service recipients)</p> <p>6H. Ensure that all marketing and advertising are truthful, accurate, and carefully presented to avoid misleading recipients of service, research participants, or the public. (Principle: Veracity; key words: truthfulness, communication)</p> <p>6I. Give credit and recognition when using the ideas and work of others in written, oral, or electronic media (i.e., do not plagiarize). (Principle: Veracity; key words: truthfulness, communication, plagiarism, students)</p> <p>6J. Do not engage in verbal, physical, emotional, or sexual harassment of any individual or group. (Principle: Fidelity; key words: inappropriate communication, harassment, digital media, social media, social networking, professional civility)</p> <p>6K. Do not engage in communication that is discriminatory, derogatory, biased, intimidating, insensitive, or disrespectful or that unduly discourages others from participating in professional dialogue. (Principle: Fidelity; key words: inappropriate communication, professionalism, professional civility)</p> <p>6L. Engage in collaborative actions and communication as a member of interprofessional teams to facilitate quality care and safety for clients. (Principle: Fidelity; key words: communication, collaboration, interprofessional, professional civility, service recipients)</p>
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<p><b>7. Professional Civility:</b> Occupational therapy personnel conduct themselves in a civil manner during all discourse.</p> <p><i>Civility</i> “entails honoring one’s personal values, while simultaneously listening to disparate points of view” (Kaslow &amp; Watson, 2016, para. 1). These values include cultural sensitivity and humility.</p>	<p>7A. Treat all stakeholders professionally and equitably through constructive engagement and dialogue that is inclusive, collaborative, and respectful of diversity of thought. (Principle: Justice; key words: civility, diversity, inclusivity, equitability, respect)</p> <p>7B. Demonstrate courtesy, civility, value, and respect to persons, groups, organizations, and populations when engaging in personal, professional, or electronic communications, including all forms of social media or networking, especially when that discourse involves disagreement of opinion, disparate points of view, or differing values. (Principle: Fidelity; key words: values, respect, opinion, points of view, social media, civility)</p> <p>7C. Demonstrate a level of cultural humility, sensitivity, and agility within professional practice that promotes inclusivity and does not result in harmful</p>
	<p>actions or inactions with persons, groups, organizations, and populations from diverse backgrounds including age, gender identity, sexual orientation, race, religion, origin, socioeconomic status, degree of ability, or any other status or attributes. (Principle: Fidelity; key words: civility, cultural competence, diversity, cultural humility, cultural sensitivity)</p> <p>7D. Do not engage in actions that are uncivil, intimidating, or bullying or that contribute to violence. (Principle: Fidelity; key words: civility, intimidation, hate, violence, bullying)</p> <p>7E. Conduct professional and personal communication with colleagues, including electronic communication and social media and networking, in a manner that is free from personal attacks, threats, and attempts to defame character and credibility directed toward an individual, group, organization, or population without basis or through manipulation of information. (Principle: Fidelity; key words: civility, culture, communication, social media, social networking, respect)</p>

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## AOTA Ethics Commission

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*Revised by the AOTA Ethics Commission, 2020*

*Adopted by the Representative Assembly, November 2020*

*Note.* This revision replaces the 2015 document *Occupational Therapy Code of Ethics (2015)*, previously published and copyrighted in 2015 by the American Occupational Therapy Association in the *American Journal of*

*Occupational Therapy*, 69, 6913410030. <https://doi.org/10.5014/ajot.2015.696S03>

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## PROFESSIONAL BEHAVIORS

As an occupational therapy assistant student, you are not only starting on a course of study but also initiating your chosen career. It is the expectation of the OTA program that you demonstrate professionalism and intellectual curiosity throughout the program. Professionalism is critical to progression through the program and should be used in interactions with other students, faculty, fieldwork educators, and community members. The following professional expectations are outlined as the student responsibilities to maximize learning and progression towards the goal of being an occupational therapy assistant.

The OTA student will:

1. Take **responsibility** for their learning by consistently taking initiative and fulfilling expectations of their instructors, peer students and fieldwork educators. This includes attendance, assignments, fieldwork paperwork, group assignments, meetings and social responsibilities.

2. Utilize their **organizational skills** by demonstrating punctuality in assignment completion and attendance as well as attending to deadlines and setting realistic priorities.
3. Maintain **flexibility** by effectively adjusting to changes in schedules, policies and procedures, and adjusting their priorities as the demands of the course and program change.
4. Demonstrate good **interpersonal skills** to form effective interpersonal relationships on and off campus. The ability to relate and work effectively with individuals from varying backgrounds and with varying abilities is crucial to the OTA.
5. Utilize effective **communication skills** both orally and in writing during encounters with all persons (faculty, staff, students, patients, fieldwork educators and community members). Professional communication skills require appropriate responses to feedback as well as providing feedback that is respectful.
6. Demonstrate **cooperation** with students/peers, faculty, staff, fieldwork educators and community members to work towards the common goal of providing quality, evidence-based occupational therapy services.
7. Demonstrate positive **problem-solving** skills when addressing occupational performance, client intervention and academic assignments. Maintaining an open, objective attitude in confronting difficult situations is essential to the practice of occupational therapy as well as using the appropriate chain of command to assess and address conflict.
8. Maintain an attitude of **commitment** to the growth and success of the OTA program and the profession of occupational therapy. Actively participates in student organization, student service projects, classroom discussions and assignments and fieldwork and community events to grow, educate the community and advocate for occupational therapy services.

## DRESS CODE

The Central Penn College OTA Program has a dress policy for lab, fieldwork and field trip opportunities. Due to the scope of work that an occupational therapy assistant completes there are several options for dress. Appropriate, non-skid footwear should be worn for all competencies. Each fieldwork assignment may have specific dress code requirements that you are expected to follow. Please see your course or lab instructor for any questions regarding dress code.

**Scrubs Option:** Solid, burgundy or wine colored scrub tops and bottoms are required for competency and practical examinations.

**Polo Option:** A burgundy/wine, black or white colored polo shirt may be worn with dress pants. An official Central Penn College OTA Program polo shirt will be available for order during the Spring and Fall terms.

**Professional Attire:** Business professional attire is required for all guest speakers and classroom presentations.

Please refer to your instructor in each class for dress code expectations.

## STUDENT RECORDS AND PRIVACY POLICY

### ***FERPA:***

The Family Educational Rights and Privacy Act (FERPA) is a federal regulation that governs how educational institutions collect and disseminate student records. FERPA requires that:

1. College students must be permitted to inspect their own education records.
2. School officials may not disclose personally identifiable information about students nor permit inspection of their records without written permission.
3. Directory Information is part of the education record, which does not contain personally identifiable information, and may be disclosed without the student's permission.

All student information, except that specifically designated as “directory information” (below), is considered confidential information. Confidential student information includes, but is not limited to: grades, examinations, evaluations, medical information, etc. **Please note:** Due to the confidential nature of grades, no information regarding grades, exams or evaluations will be given over the telephone or via email.

### ***Directory Information:***

No information from records, files, and data directly related to a student shall be disclosed by any means to individuals or agencies outside the school without the consent of the student in writing, except pursuant to lawful subpoena or court order, or except in the case of specifically-designated educational and government officials as required by law. Information contained in such records may be shared within the school. Records originating at another institution will be subject to these policies.

The following is a list of public information, which may be made available regarding students of the College without their prior consent and is considered part of the public record of their attendance:

- Name
- Address
- Phone Number
- Date and Place of Birth
- Major
- Student Activities, including athletics
- Dates of Enrollment
- Date of Graduation
- Degrees and Awards Received
- Most recent educational institution attended prior to admission
- Honors
- Name and Addresses of Parents, Guardian, Spouse
- Photos
- Classification (freshman, sophomore, junior, senior).

The student is entitled to request that this information not be made publicly available; such a request must be made in writing to the Registrar and shall be effective only with respect to the



release of directory information not prepared for release at the time of the request's receipt by the Registrar. Such a request remains effective until revoked by the student. Such a revocation must be made in writing to the Registrar.

***Voluntary Information:***

Students voluntarily provide the OTA program with information related to their health history, immunization records, tuberculosis screening, CPR certification, criminal background check, child abuse history clearance and coverage of professional liability insurance. This information is maintained in a secure locked cabinet. Signed consent allows the Fieldwork Coordinator and Program Director to provide this information to other parties of interest, such as the Fieldwork Educator at an assigned clinic site.

The OTA program classifies this information as "Restricted External Records" and may disclose this information to other parties of interest, including the Fieldwork Educator, if the student has signed a written consent to release. An inability to provide the above information may result in the student's inability to participate in the fieldwork experience component of the OTA program.

## SECTION III

### STUDENT RESPONSIBILITIES

#### **Informed Consent/Human Subject Responsibilities:**

Throughout the OTA Program, students will be required to perform occupational therapy demonstration, interventions, and evaluations on other students, instructors and/or clients. All persons involved in these activities are considered to be, “human subjects.”

When participating as a human subject 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 participating as a student practitioner, the student is responsible to:

1. Obtain verbal consent from the human subject.
2. Immediately terminate the activity upon any verbal request or physical indication of discomfort by the human subject.
3. 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 on a human subject will prevent the student from successfully completing the OTA program.

**Faculty Responsibilities:** Prior to participation as a human subject or instructing student practitioners in evaluation or intervention techniques using human subjects, the faculty members will:

1. Explain the purpose, risks and benefits of the activity.
2. Provide the opportunity for students to ask questions regarding the activity
3. Provide an appropriate level of licensed supervision throughout the activity.
4. Respect the client’s rights to not participate as a human subject if the client so chooses.
5. Make it clear to the students that failure to participate as a student practitioner in human subject activities will adversely affect their ability to profess in the OTA program.

**Medical History Disclosure:** 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 Disclosure:** In the event that a student becomes injured, ill or pregnant during matriculation in the OTA 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 OTA program activities. The student's inability to participate fully in the OTA program activities may result in a failure to progress as described in this Handbook. Students with short term medical issues may wish to consider taking a Leave of Absence (LOA). This should be discussed with the Program Director and Academic Advisor.

***Contraindications Disclosure:*** Illnesses, injury or pregnancy may result in a contraindication to certain activities in the OTA program, therefore precautions must be taken. It is the student's responsibility to inform the faculty of any medical conditions that prevent the student from safe participation in any aspect of the OTA program.

***Medical Records Disclosure:*** Student's must disclose medical information that demonstrates compliance with the health and safety requirements of the clinical affiliation facilities. This information is confidential in nature, and is kept in a secure online management system. Signed consent allows the Fieldwork Coordinator and Program Director to provide this information to other parties of interest, such as the Fieldwork Educator at an assigned clinic site.

***Drug Testing:*** Initial or random drug testing is required by some fieldwork facilities. Students must provide urine sample upon request. Failure to comply with clinic site requirements may result in termination of the fieldwork experience and therefore result in a failure to progress.

***CPR Certification for Health Care Providers (CPR):*** Certification must be current throughout the duration of each fieldwork experience.

***Civilian Criminal Background Checks:*** Students must provide fingerprints and pay the necessary fees to complete these required background checks required by most clinical sites. Specific information on these requirements can be found in the OTA Program Fieldwork Manual. Results of these checks may limit access to clinical facilities at any time and result in the inability of the student to meet program requirements. If a student is unable to meet the requirements they cannot graduate. The federal and civilian background checks must also be administered annually while in the OTA program. A felony conviction may affect a student's ability to sit for the National Board for Certification in Occupational Therapy (NBCOT) certification examination.

***Student Conduct Disclaimer:*** Any violations or sanctions imposed from within the college environment or outside of the college environment, may impact your ability to continue within this program or may prevent your ability to obtain a license/certification upon graduation.

***Change of Address/Name Process:*** Any student changing his/her address, name, or phone number during the program must **notify the director of the OTA program** as well as the Registrar's office of the change. Address/name changes through the Registrar's office can be completed on-line via <https://my.centralpenn.edu>. It is also essential that you notify the Program Director of name/address changes even after graduation so that you may be contacted about your employment and career success.

***Job Placement Notification:*** The OTA program is required to track graduates' employment in the field. You are asked to notify the Program Director upon finding successful employment. This information will be kept on file in the OTA program office and also will be reported to Career Services.

***Malpractice/Liability Insurance Coverage:*** OTA program students are responsible for obtaining student professional liability insurance at their own expense. Liability insurance typically provides coverage for students in the laboratory, on campus, in educational experiences off-campus, and during students' fieldwork experiences.

***Student Health Insurance Coverage:*** It is recommended that each student carry sufficient health insurance to cover injury or illness that may occur during the fieldwork experience. The contracts between Central Penn College 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 OTA academic program. Health insurance should be effective prior to beginning OTA courses, and maintained throughout the program.

## SECTION IV: ACADEMIC AND PROGRAM POLICIES

### STUDENT ADVISEMENT

Students must receive advisement for scheduling and program progression planning with the OTA program director, Academic Fieldwork Coordinator or other full-time OTA faculty. It is the student's responsibility to schedule at least one meeting with their assigned advisor per term on campus. Students are encouraged to seek more assistance as needed to ensure student success.

### ACADEMIC ACCOMODATIONS

In order to be considered for academic accommodations, students must submit a current psychological evaluation, audiological report, or other professional documentation to the ADA coordinator for review. A current evaluation is defined as occurring within the past two years. An Individualized Education Plan (IEP) from a high school does not provide the information needed to make an informed decision; however, an IEP can be submitted as extending documentation. Verbal requests for assistance cannot be accepted. Once the relevant documentation is received, the ADA coordinator will review and render a decision. A Notice of Accommodations will be prepared for the student. A meeting will be called between the ADA coordinator and the student to review the accommodations. Once the Notice of Accommodations is signed, Central Penn will provide a copy to the student. The student is responsible to provide the Notice of Accommodations to each course instructor at the beginning of each term.

At no time are the Notice of Accommodations, documentation, or meetings an indicator that the student will pass coursework or receive a degree. The student is the only person to guarantee their success through hard work and perseverance. The student also has the responsibility to inform all professors of the need for assistance. Central Penn College is limited in the accommodations that can be made for students. OTA students should be aware that *accommodations made in the classroom may **not** be able to be extended during competencies or to the clinical setting* for fieldwork due to the nature of the various clinical settings. This may adversely affect the outcome of the student's performance in the fieldwork setting. Concerns should be discussed with the program director.

#### ***Student Assistance***

The Learning Center is also available to students and is located in the Bollinger Hall. The Learning Center provides a network of writing assistants that meet with students to facilitate writing improvement and provides individualized assistance to students. Any stage of the writing process can be addressed, from prewriting techniques to editing. The goal of the Writing Center is to develop student understanding of the writing process and, as a result, improve student papers.

## ACADEMIC FRAUD

The profession of occupational therapy requires high moral and ethical standards. All students in the OTA program are required to abide by these high standards as well as standards of academic integrity as outlined in the *Central Penn College Catalog*. Academic dishonesty consists of any action or omission by a student that constitutes plagiarism, cheating or academic misrepresentation. Sanctions for academic dishonesty range from a zero for the assignment or failing grade for the course, to dismissal. Incidents of academic dishonesty become part of a student's permanent record and may result in dismissal. Please refer to the *Central Penn College Catalog* for more information.

## ATTENDANCE

**Absenteeism:** In preparing you for employment, Central Penn College and the OTA program utilize policies similar to the work environment. Regular attendance is essential to proper academic progress and is expected. Throughout the OTA program it is important to take responsibility for your academic learning. Communication with faculty is important to ensure that we can work together to meet your academic and career goals. Excessive absences for a particular course or program can result in a lowered achievement rating and an undesirable course grade. Absences in excess of 20% of class hours, for any subject, may cause a student to fail that particular course. Within the OTA program, faculty work together to create a consistent and cohesive experience. Absenteeism, participation, and professionalism are required and specific policies for OTA courses may vary from the general education courses. Please refer to each specific course syllabus for policies on attendance and grading.

**Class cancellation policy:** Central Penn College rarely closes or cancels classes. For this reason, it is important that students understand weather-related class policies. Possible changes to the schedule are:

**Weather-related Schedule Changes:** In the event of inclement weather, a Virtual Learning day will be announced by 6:00 a.m. If the college will close early and implement virtual classes for the afternoon and/or evening classes, this notification will be made by 3 p.m. Classes are held virtually for face-to-face courses synchronously via preferred modality of your instructor at their scheduled times. Students are responsible for logging onto their courses to attend and complete the posted work for each class. Classes are not canceled and students must access their coursework online. For online courses, timelines and due dates are not altered. See Weather-Related Schedule Changes on the college website for more information.

**Military Absence Policy:** In furtherance of Central Penn College's commitment to its students who serve in the military, the following policy is recommended:

1. Where a student who is a member of any branch of the United States military, any state National Guard, or any other state or Federal military service or militia, is required to attend training exercises or is deployed pursuant to such military service, any absence from class which results from such training or deployment will be considered excused.

2. Where a military absence occurs on a date when an exam is given or a project is due, the instructor shall make every reasonable accommodation to allow the student to take the exam either prior to or within a reasonable time after the scheduled exam date, or to submit the project by alternative means. The instructor is permitted, but not required, to extend deadlines for projects which are due during the period of military absence.
3. An accommodation under paragraph 2 must be requested by the student as soon as possible after receiving his or her orders for training or deployment, but in no event less than two weeks prior to the project deadline or exam date, or on the first day of class if the project deadline or exam date occurs within the first two weeks of the term. Such request must be accompanied by a copy of the student's written orders for training or deployment, and must also be provided to the student's advisor. The instructor shall reply to any such request within two business days after submission.
4. At the time an accommodation under paragraph 2 is granted, the instructor may require, in writing, written verification that the training or deployment occurred. Where such a demand is made, the student will provide such verification to the instructor within a reasonable time after the period of military absence has ended.
5. It shall be the student's responsibility to work with each professor to meet all deadlines, remain current on all lessons, and make up for classroom instruction, exercises, or other activities missed during the period of military absence.
6. This policy will not apply to any student who withdraws from classes or is granted a leave of absence due to military service, or where a military student's circumstances are addressed in a prior school policy or any state or Federal law or regulation.

## INFECTION CONTROL

Appropriate and effective infection control procedures are essential to the health and safety of students and faculty within the classroom. Learning effective infection control and sanitization techniques will carryover into the field of occupational therapy. To ensure the health and safety of everyone on campus, Faculty and students are requested to wash or sanitize their hands before and after each class or lab session. Classroom and lab equipment used (computers, white board markers/erasers, podiums, tables, walkers, adaptive equipment, any other materials used in lab) will be wiped down and disinfected after each class or lab. Sanitizing wipes and cleaners are provided by the college.

## GRADING, LAB AND EVALUATION POLICIES

**The Grading Scale:** Due to the academic rigor of the OTA program an overall GPA of 2.33, 77%, or a letter grade of C+ is required to progress in all OTA program core courses. The grading scale for core courses is as follows:

93-100	A
90-92	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
0-75	F

**Evaluation Policy:** Evaluation methods consist of written examinations, quizzes in various formats, written assignments, oral presentations (completed both individually and in small groups), and hands-on competencies. These methods and their content are reflective of the curriculum's design, course and overall program objectives.

**Written Exams/Quizzes:** Periodic examinations (including tests and quizzes) are used by the course instructors to evaluate student's mastery of learning objectives. Examinations will be given at the times specified in the course syllabi or by the instructors. Students are required to attend class on examination and quiz dates. If they are missed it will be at the instructors' discretion to allow for a make-up examination or quiz to be offered. It is the student's responsibility to communicate with the instructor. Examinations will begin and end promptly; no allowance will be made for lateness. Most exams will be provided at least in part in multiple choice format to assist students to prepare for the NBCOT certification exam.

**Lab Practical/Demonstrated Competencies:** The lab practical/competency simulates a clinical situation and is used to assess the student's mastery of particular clinical skills. The practical consists of the student performing tasks in the presence of one or more instructors and/or administrators who will evaluate the student's performance. In the instance of a failure, students are required to meet with the instructor for remediation. In the instance of a "re-take," the student must pass the competency with an overall grade of 80% or higher to pass the course. Students have one opportunity to retake the competency. If the student does not receive a passing grade on the retake, they will not pass the course.

**Course Failure (Prior to Week 7):** In the event that a student is unsuccessful in passing their competencies after two attempts, they will fail the course for that term. If this occurs prior to the Sunday of week 7 of the term, the student has the option to withdraw from the course and will receive a "W" on their transcripts per Central Penn College Policy. If this occurs, students will be required to sign a waiver acknowledging their course failure. This will be kept in the students secure file and used as evidence of course failure in order to comply with OTA program policy. Please see waiver in Forms section of the handbook.



## PROGRESSION THROUGH THE OTA PROGRAM

***Progression through the OTA Program:*** The overall goal of the Occupational Therapy Assistant (OTA) Program is to prepare graduates for clinical practice as generalist occupational therapy assistants in a variety of practice settings with individuals aged across the lifespan. In order to do this, students must achieve success on the Certified Occupational Therapy Assistant Examination offered by the National Board for Certification in Occupational Therapy (NBCOT). The core curriculum of the OTA program is sequentially designed to provide students with the fundamental knowledge and skills needed to be successful in the field of OT.

***Withdrawal from the Program:*** Students must pursue their education at Central Penn College through uninterrupted attendance of at least nine credits per term, from matriculation through graduation. In the event of medical or military circumstances, a traditional student may request to take a Leave of Absence (LOA) from the College. The student is required to complete a LOA form in the Academic Affairs Office and provide a copy to the program director. Residential students granted a LOA are bound by the conditions of their original lease agreement. Traditional students who fail to register for the next term will be withdrawn. Any student that misses 7 consecutive calendar days of a class will automatically receive a written warning from the college. After 14 days of consecutive absence, the student will automatically be withdrawn from the course. Communication with faculty is important to assure student success.

***Dismissal from the OTA Program:*** The primary reason that you enter Central Penn College is to earn a degree. If your academic performance indicates that you are not going to achieve that goal, you will be academically dismissed. In order to ensure that students are graduating from the OTA program with the appropriate knowledge base, the following guidelines will be implemented:

1. **All** OTA core courses must be passed with a final grade of C+ (2.33 GPA/77%). If a student does not pass **one** of the OTA core courses with at least a final grade of C+ (2.33 GPA/77%), the student will have **one** opportunity to retake that class (with the exception of OTA299 Level II Fieldwork Experience).
2. If on the second attempt to take the class, the student receives a final grade below a C+ (2.33 GPA/77%), the student will be automatically *dismissed* from the OTA Program and asked to change their major.
3. Students will be allowed to repeat a total of **two** core courses throughout their time in the OTA Program. If they receive a final grade below a C+ (2.33 GPA/77%) in a **third** OTA course they will be automatically *dismissed* from the OTA program and asked to change their major.
4. Students receive a failing grade in OTA299 Level II Fieldwork Experience will be dismissed from the OTA program and allowed the opportunity to withdrawal from the college or change their major.

Once dismissal happens, you may be in a better position to reassess your future plans; and, if Central Penn College is still a part of them, you may desire to apply for readmission with a change of major. We believe it is unfair for you to remain a Central Penn College student if you are not making progress toward satisfying the degree requirements. If you are academically

dismissed, your notification letter will outline specific requirements to meet in order to be considered for re-admittance.

### ***Re-admission to the OTA Program***

1. If a student *voluntarily* withdraws from the college, the student will be granted the opportunity to re-apply for admission into the OTA program with acceptance of credits already completed, *if the time frame is more than one term, but less than one year*. However, this is not a guarantee that the student will be re-accepted.
  - a. The student must submit a written readmission request to the Program Director. The request must include a statement showing how the student will successfully complete the program upon readmission. The decision to readmit the student will be determined by the full time OTA faculty, Program Director and Dean of Health Sciences and Nursing.
  - b. Prior to readmission, the student will be required to take a comprehensive examination covering the material of the previously completed OTA core courses. The student must score a 77% (C+/2.33 GPA) or higher for previously taken core course credits to be accepted/transferred. The purpose of this exam is to ensure that all students have the essential knowledge and skill level prior to participating in Level I and II Fieldwork Experiences.
  - c. If a student scores 77% (C+/2.33 GPA) or better on the comprehensive examination, yet would like to review material from previously taken courses, the student may audit any previously taken OTA courses. This means that a student may “sit” in the required courses for no credit and with no tuition fee. The only stipulation is that the instructor must have available space in the particular course/lab to accommodate all students.
2. After a period of one year, students electing to reapply for admission to the OTA program will be required to retake the program in its entirety from the beginning. No credits will be accepted for previously taken OTA program core courses. Credits will be accepted for general education coursework which were successfully completed with a ‘C’ or better grade.
3. If a student fails a core course which is a prerequisite for another core course, he/she may be unable to take any classes during the following term. The student must then gain permission from the Program Director and the Dean of Health Sciences and Nursing for “Drop and Re-enter.” Students approved for a “Drop and Re-enter” must register for the next term or they will be withdrawn from the college. If a “Drop and Re-enter” is granted, the student will continue their OTA coursework the following term without having to take the comprehensive examination.
4. If a student is academically dismissed from the program or has been withdrawn due to any reason other than stated in item #1 above, the student may re-apply for admission to the program. However, this is not a guarantee that the student will be reaccepted. The student must re-apply to the College for either the spring or fall term and proceed through the entire application process again. The student will then be required to begin the program under the *current* college catalog and no transfer credits will apply for core OTA courses.

**Program Completion/Graduation Requirements:** In addition to the 30 credits of general education and elective requirements, students are required to take a core group of 49 course credits associated with the OTA major, to total 79 credits. Included within those 79 credits is the fieldwork experience. Students must successfully complete both Level I and Level II fieldwork experiences in order to meet the requirements for graduation. It is the student's responsibility to meet all of the requirements of the program of study as outlined in the catalog. Students are encouraged to maintain close contact with their Academic Advisor and Program Director/Academic Fieldwork Coordinator to be certain all degree requirements are being met on a timely basis for graduation.

**Appeals and Complaint Process:** In the event a student has an academic grievance with any professor, the *Central Penn College Catalog* issued by the College notes the following policy and procedure for "Academic Grievance." This process must be initiated within four weeks of the end of the term in which the course was taken.

1. A student wishing to appeal a grade or academic decision or with an academic concern must first meet with the faculty member to discuss the issue.
2. If the student and the faculty member do not come to a satisfactory agreement, the student should submit a brief written summary of the grievance or concern to the appropriate Dean. The appropriate person will review the concern and may meet with the student. If the student's issue cannot be resolved at the first level, it will be forwarded to the Dean of Students.
3. The Dean of Students will render a decision and inform, in writing, all parties involved in the complaint within three working days.
4. The decision of the Dean of Students is final.

**Other Complaints:** When other academic related complaints arise, such as a complaint against the OTA program, whether they are student originated or from other parties, the following procedure applies:

1. Any complaints that are not directly a matter of academic grading should be brought to the attention of the Dean of Nursing and Health Sciences via a scheduled meeting, phone call, or in writing.
2. The Dean of Nursing and Health Sciences must be provided with a written complaint and a meeting with the other party will be scheduled. The meeting may be in person or via phone conversation.
3. The Dean of Health Sciences will render a decision and inform, in writing, all parties involved in the complaint within three working days.
4. The decision of the Dean of Health Sciences is final.

**External Complaints:** Students who wish to file a complaint with one of Central Penn College's external accrediting bodies or the College's state licensing agency may contact those agencies using the contact information below:

Middle States Commission on Higher Education, 3624 Market Street, Philadelphia, PA 19104 (267.284.5000; web: [www.msche.org](http://www.msche.org)).

The Secretary of Education and the Commonwealth of Pennsylvania to award the Master's of Professional Studies degree, the Bachelor of Science degree, the Associate's in Science degree, and the Associate in Applied Science degree. Pennsylvania Department of Education (PDE), 333 Market Street, Harrisburg, PA 17126, (717.783.6788).

Occupational Therapy Assistant program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) 6116 Executive Boulevard, Suite 200, North Bethesda, MD, 20852, (301.652.AOTA), [ACOTEonline.org](http://ACOTEonline.org).

## SECTION V: ASSOCIATIONS AND RESOURCES

**Professional Organizations:** Students are strongly encouraged to consider membership to local, national and world professional organizations to begin their lifelong commitment to the profession. The benefits of membership include:

- Inclusion in a community of occupational therapy practitioners, students and retired OT practitioners who support and give voice to our unique profession.
- Reduced rates to attend Annual Conferences, student conclaves, and local professional development events.
- Access to members-only resources and communications.
- Access to professional publications and databases that support evidence-based practice.
- Opportunities to develop leadership skills through participation in task groups and committees.
- Eligibility for awards and recognition for service, leadership and scholarship in occupational therapy practice, education and research activities.

As of 2020, the cost of annual student membership to the Pennsylvania Occupational Therapy Association (POTA) is \$30.00. The cost of annual student membership to the American Occupational Therapy Association (AOTA) is \$75.00.

**National Certification Examination in Occupational Therapy:** Students will be eligible to sit for the National certification exam for the occupational therapy assistant upon successful completion of all degree requirements, including Level I and II Fieldwork Experiences. After successfully passing this exam, the individual will be able to use the designation “Certified Occupational Therapy Assistant (COTA).” Information regarding how to apply to take the exam will be provided in the OTA215 Developing Professional Behaviors in Occupational Therapy course and may also be obtained from the official website of the National Board for Certification in Occupational Therapy (NBCOT) at [www.NBCOT.org](http://www.NBCOT.org). Exams are offered on-line at local testing centers (Prometric). If a candidate fails to pass the certification exam on the first attempt, there is a 30 day waiting period before the candidate may re-test. NBCOT does not limit the number of times a candidate may re-take the examination, however some states may have limits.

\*Note that a felony conviction may affect a graduate’s ability to sit for the NBCOT certification examination or attain state licensure. Any student having a criminal record will need to contact NBCOT directly to discuss eligibility for the examination (NBCOT, 12 South Summit Ave., Suite 100, Gaithersburg, MD, 20877-4150, phone: (301) 990-7979).

**State Licensure:** Most states require licensure in order to practice as an occupational therapy assistant. State licenses are usually based on the results of the NBCOT Certification Examination. Information on how to apply for a Pennsylvania State license will be addressed in OTA215 Developing Professional Behaviors in Occupational Therapy. Graduates are eligible to apply for a 6-month temporary license, which allows the practitioner to work under the direct supervision of a registered occupational therapist until the certification examination is passed, at which time the license becomes permanent.

## **Additional Activities/Programs**

***OTA Program Student Association (SOTA):*** The OTA Student Association is designed for the OTA program students to participate in a college club organization committed to service, advocacy, networking and fundraising. Membership in the OTA Student Association is granted to all students in the OTA Program. The purpose of the club is to bring together the OTA students to explore new developments in OT, to educate others in the local and campus community about the field of OT, to become active in the OT community and to engage in community service. To be considered as an active member, students are required to attend club meetings. Being an active member of the OTA club is a vital part to your professional growth. The SOTA, if successful, may have the ability to send delegates to the annual AOTA conferences to represent Central Penn College in the National Assembly of Student Delegates.

***Pinning Ceremony:*** The Allied Health departments host a formal Pinning Ceremony once a year where students in the programs are publicly recognized by the faculty for their accomplishments and receive official Central Penn College program insignia. Family and friends are invited to attend.

***Central Penn College Foundation Scholarships:*** The Central Penn College Education Foundation awards scholarships two times per year to current and incoming students. Scholarships are disbursed in various amounts and awarded based on financial need, academic performance, and student involvement/community service. For more information or to apply for a scholarship through the Foundation, visit <http://foundation.centralpenn.edu>. Central Penn receives notification throughout the year about local private scholarships that are made available to prospective and current students. The Financial Aid office, through various sources, notifies students who are viable candidates of the available scholarships. Scholarships received by students must be reported to the Financial Aid office. These are considered a resource and must be considered as part of your financial aid award package.

***Community Service:*** All students enrolled in the OTA program are required to complete a minimum of 25 hours of community service. The hours can be earned throughout their education. Service hours may take place on campus or in a community organization but must be of a volunteer and service-oriented nature. Club membership and meetings do not count, but club projects may count. Continuing Education, transfer students, and students who change majors or degree level must also fulfill this requirement prior to graduation. Service hours must be recorded in a log which is available in the 'Forms' section of this handbook. A student's volunteer log must contain the following elements: date, name of organization, description of service activity, number of hours completed, name and signature of person within the organization. Students are required to hand in a completed service log to the Academic Fieldwork Coordinator prior to beginning Level II Fieldwork. Fieldwork grades will not be issued without successful completion of this service requirement.

\*For additional information on any of the policies, please refer to the *Central Penn College Catalog*.

## FORMS



**Occupational Therapy Assistant Program  
Release of Information Form**

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

Student ID Number: \_\_\_\_\_

As a student of Central Penn College, I authorize designated representatives of Central Penn College to exchange information concerning my situation with the following person or agencies:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

I permit the OTA faculty to serve as a reference for me for future employers

\_\_\_\_\_  
**Initial/Date**

It is understood that all information will be maintained in the strictest confidence.

\_\_\_\_\_  
Signature of Student

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of School Representative

\_\_\_\_\_  
Date



**Central Penn College**  
**Professional Behavior Evaluation Guidelines**

(Adapted from Dominican University of California Department of Occupational Therapy, 2/07)

**Student's Name:** \_\_\_\_\_

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

**Term:** \_\_\_\_\_

It is the policy of Central Penn College OTA Program to evaluate students on their professional behaviors each term. We believe that this process will assist the student in developing their professional behaviors and enable them to succeed as OTA students throughout the program and as future health care professionals.

- Each term the student will receive a Professional Behavior Evaluation for each **Core Course**.
- Faculty and Professional staff will review each professional behavior indicated on the evaluation and provide input.
- Students who receive one or more "Need Improvement" marks on a professional behavior area at any time during the program will be required to meet with the OTA Program Director for advisement and may be dismissed from the OTA Program based on failure to maintain appropriate professional behavior during the OTA Program.
- Student advisement may include a written Professional Behavior Plan or dismissal from the OTA Program.
- Professional Behavior Evaluations and Professional Behavior Plans will be stored in the student's confidential academic file and a copy will be provided to the student.
- Failure to "Meet Standards" on the Professional Behavior Evaluation may result in failure.

**Central Penn College Occupational Therapy Assistant Program  
Professional Behavior Evaluation**

Student's Name: \_\_\_\_\_

Term: \_\_\_\_\_

Professional Behavior	Exceeds Standard	Meets Standard	Needs Improvement*	Comments**
<b>1. Time Management and Organization:</b> Student is on time, attends each class and lab, is mindful of due dates and can prioritize workload and life. Consistently prepared and organized for class, meetings, fieldwork, guest speakers, fieldtrips, and lab.				
<b>2. Respect, Cooperation, Emotional Maturity:</b> Respects facility, peers, and other professionals. Is able to determine proper steps to solve problems, and participate in class and program. Able to be mature and positive when interacting with others. Makes needs known and seeks assistance appropriately.				
<b>3. Oral and Written Communication:</b> Understands there are many forms of communication. Exhibits the body language and nuances of communication that are professional. Student is able to utilize written and oral communication to meet classroom, college and professional needs including correct grammar, vocabulary, body language, and tone.				
<b>4. Motivation and Initiation:</b> Participates fully in the learning of OT by looking at resources outside the classroom as well as inside the classroom. Takes responsibility for own academic and professional growth. Demonstrates intellectual curiosity.				
<b>5. Feedback:</b> Able to give appropriate and insightful feedback to peers to promote professional growth; able to receive and use constructive feedback from faculty and peers to promote professional growth. Modifies behavior as needed.				
<b>6. Academic Honesty and Professional Ethics:</b> Adheres to Central Penn College's Code of Student Conduct and AOTA's Code of Ethics. Displays honesty and integrity in all matters.				
<b>7. Responsibility and Reliability:</b> Demonstrates leadership and commitment to team including reliability for task completion.				
<b>8. Professional Demeanor:</b> Represents Central Penn College and the profession of OTA in a positive manner wearing appropriate attire and demonstrating appropriate behavior.				
<b>9. Safety:</b> Demonstrates concern for safety in labs, scenarios and classroom work. Follows safety precautions set forth throughout the program.				
<b>10. Other Professional Behaviors of Concern:</b> <b>(Specify):</b>				

\*Must schedule an appointment with OTA Program Director. \*\*Any mark in the Needs Improvement column requires comments.

**Overall Evaluation (Circle One)****EXCEEDS STANDARDS****MEETS STANDARDS****NEEDS IMPROVEMENT****FAILS STANDARDS**

Program Director  
Date

Date

Student

**Central Penn College**  
**Associate in Applied Science in Occupational Therapy Assistant**

**PROFESSIONAL BEHAVIOR ASSESSMENT**

The American Occupational Therapy Association has developed documents that define specific abilities and behaviors that a graduate of an Associates in Applied Science degree in Occupational Therapy Assistant including *the Occupational Therapy Code of Ethics, Standards of Practice for Occupational Therapy, Core Values and Attitudes of Occupational Therapy Practice* and the *Standards for Continuing Competence*. The core values include altruism, equality, freedom, justice, dignity, truth, and prudence. The standards for continuing competence include knowledge, critical reasoning interpersonal abilities, performance standards, and ethical reasoning. The following represents ten essential behaviors that incorporate items from these documents with a focus on the academic environment. The development of professional behavior is a collaborative process between the student and thy college including full time faculty, part time faculty, Fieldwork Educators, and faculty teaching supportive classes.

You as the student will be asked to rate your professional development using this form during a class each term as indicated: OTA100 (Introduction), OT108/OTA110 (Re-Enforcement), and OTA200/OTA205/OTA210/OTA220 (Mastery). During each assessment report level, both the student and faculty will rate your professional behavior. This information will be shared during a one-to-one scheduled meeting. It is the responsibility of the faculty advisor to gather feedback from all faculty and Fieldwork Educators involved in your education during the reporting class. It is the responsibility of all OTA program faculty to contribute to the development of your student assessment.

To begin Fieldwork Level II, OTA299, you must earn a satisfactory score in at least 8 of the 10 categories during the final report period: OTA210/OTA220. You must **not** score **UN** on any item during the final reporting period.

Items scored NI or UN during the Re-Enforcement or Mastery Level, must be addressed using a plan for remediation. Room for the remediation plan is provided on the form. The plan must contain measurable goals including a timeline for completion. Signatures of both you, the student, and the academic advisor are required on the form following the scheduled meeting.

**RATINGS:** the following ratings are used in scoring the form

M – routinely meets expectations

NI – needs improvement, not consistent in meeting expectations

UN – needs significant improvement, seldom meets expectations

N/O – not observed at this time, does not imply behavior is missing

## PROFESSIONAL BEHAVIOR ASSESSMENT

### Descriptions and Guide

Utilized by student & faculty to identify/discuss where strengths and needs  
in professional behavior exist.

Professional Behavior	Introduction Level OTA100	Re-Enforcement Level OTA108, OTA110	Mastery Level OTA200, OTA205, OTA210, OTA220
1. MOTIVATION & INITIATION	a. identifies own learning approaches/style needs  b. formulates and verbalizes appropriate questions in class  c. demonstrates and articulates a positive attitude (motivation) towards learning	a. communicates own thoughts and ideas, both written and oral  b. identifies and communicates own specific learning strengths and needs based on prior experiences  c. accepts and actively seeks new learning opportunities in and out of the classroom  d. accepts that there may be more than one answer to a problem  e. communicates understanding of various possible solutions to a given problem	a. identifies personal/professional goals for OT education/practice  b. seeks out and utilizes diverse resources to obtain information  c. integrates and demonstrates multiple strategies to succeed in the learning environment
2. RESPECT, COOPERATION & EMOTIONAL MATURITY	a. respects and listens to the opinions and ideas of others in a nonbiased manner  b. respects the cultural and personal differences of others  c. communicates verbally and in writing with others in a respectful, professional manner	a. recognizes impact of non-verbal communication and modifies behavior and response accordingly  b. assumes responsibility for own actions in classroom  c. seeks to gain knowledge and constructive feedback from others  d. works effectively and collaboratively with a variety of class members  e. contributes to and facilitates the development of learning of other class members	a. talks about difficult issues with sensitivity and objectivity in a constructive setting and manner  b. demonstrates an awareness of and ability to monitor own biases to facilitate class collaboration
3. FEEDBACK	a. demonstrates active listening skills  b. actively seeks feedback and assistance from faculty when needed	a. assesses own performance accurately  b. develops a plan of action in response to feedback  c. modifies own performance in response to feedback	a. considers the consequences of multiple approaches to responses to feedback  b. utilizes feedback from faculty, peers and self in a manner that promotes professional growth

	c. demonstrates a positive attitude toward feedback	d. seeks feedback from classmates	
4. TIME MANAGEMENT	a. focuses on tasks at hand b. attends all classes and is consistently on time c. completes assignments on schedule	a. coordinates tasks and schedules with classmates for group projects b. plans ahead, anticipates unforeseen time demands c. demonstrates ability to establish priorities in use of time	a. allots sufficient time to do research and complete multi-staged assignments b. utilizes diverse resources effectively for obtaining information
5. PROBLEM-SOLVING	a. recognizes problems affecting learning situation b. describes known solutions to problem c. identifies know resources needed to develop solutions	a. prioritizes problems b. implements a solution to problems c. consults with others to clarify problems d. accepts responsibility for implementing solutions	a. considers consequences of multiple possible solutions b. reassesses solutions c. accepts responsibility for implementing solutions that reflect needs of group and the goals of the profession
6. ORAL AND WRITTEN COMMUNICATION SKILLS	a. demonstrates correct grammar, spelling & punctuation b. demonstrates active listening skills in the classroom c. maintains open and constructive communication d. displays body language appropriate to the academic setting	a. demonstrates understanding of professional terminology and utilizes standard English when communicating b. restates, reflects, and clarifies or messages as appropriate c. communicates learning needs and concerns in a professional manner	a. presents oral and written information with logical organization and sequencing using professional terminology b. communicates a clear understanding of the issues and topics through examinations and discussions
7. PROFESSIONAL DEMEANOR	a. demonstrates general understanding of the AOTA Code of Ethics b. demonstrates awareness of College and OTA Program's policies and procedures c. demonstrates honesty, compassion, and respect for all	a. projects professional image during oral presentations: content, appearance, and terminology b. demonstrates awareness of confidentiality issues/concerns c. identifies positive professional role models/mentors	a. discusses societal expectations of professionals b. demonstrates ability to compromise and negotiate as a team member c. demonstrates ability o modify behaviors and communication style to meet varying expectations in professional settings and situations
8. RESPONSIBILITY & RELIABILITY	a. demonstrates punctuality for classes, appointments b. demonstrates dependability c. follows through on commitments: assignments, meetings, et.	a. accepts responsibility for own actions/outcomes b. completes all projects without being prompted or reminded c. accepts responsibility for maintaining work area	a. accepts role as group leader in class and lab activities b. effectively assumes roles to meet the needs of the group c. accepts appropriate responsibility for outcomes of team actions

		d. demonstrates beginning leadership skills in assigned projects	
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9. CRITICAL THINKING	a. raises relevant questions  b. articulates ideas and opinions  c. gathers and uses all available information when making decisions/judgements	a. discusses new ideas and seeks alternative ideas  b. reflects on ideas and thought processes and communicates insight  c. exhibits openness to opposing ideas	a. justifies solutions or a decisions  b. demonstrates a beginning ability to offer alternative solutions to complex problems and issues  c. communicates potential outcomes from various responses to a problem
10. STRESS MANAGEMENT	a. identifies own stressors or problems  b. seeks assistance as needed  c. acknowledges (verbally or non-verbally) distress or problems of others  d. shows empathy for others	a. demonstrates the ability to effectively balance academic and personal work life  b. demonstrates appropriate emotional response in diverse situations  c. develops and utilizes effective coping strategies to deal with own stressors	a. demonstrates the ability to manage multiple commitments to self and others  b. assists other in recognizing stressors  c. identifies own strengths in solving problems

CENTRAL PENN COLLEGE OCCUPATIONAL THERAPY ASSISTANT PROGRAM  
**Professional Behavior Assessment**  
**OTA100 – Introduction Level**

*Please rate your overall performance in each area.  
Refer to the “PROFESSIONAL BEHAVIOR ASSESSMENT Description and Guide”*

<b>Professional Behavior</b>	<b>Student Score</b>	<b>Faculty Score</b>	<b>Comments</b>
1. Demonstrate a professional commitment to learning.			
2. Display professional and empathetic interpersonal skills.			
3. Utilize feedback constructively.			
4. Utilize time and resources effectively.			
5. Demonstrate effective problem-solving skills.			
6. Display professional communication skills.			
7. Display professionalism in judgement, attitudes, and actions.			
8. Demonstrate responsibility for own actions.			
9. Employ critical thinking.			
10. Utilize effective stress management.			
<b>M</b> Meets Expectations <b>NI</b> Needs Improvement			



<b>N/O</b>	Not observed	<b>UN</b>	Unsatisfactory
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STUDENT NAME: \_\_\_\_\_

CENTRAL PENN COLLEGE  
OCCUPATIONAL THERAPY ASSISTANT PROGRAM  
OTA100 Self-Assessment of Professional Development & Behaviors

1. Based on the curriculum and activities of the first term, what aspects of OT are the most intriguing or interesting to you?
  
  
  
  
  
  
  
  
  
  
2. What aspects of OT are least interesting to you?
  
  
  
  
  
  
  
  
  
  
3. **Academic Strengths:** Based on the course assignments, activities, and exams, what are your academic strengths?
  
  
  
  
  
  
  
  
  
  
4. **Academic Needs:** Based on the course assignments, activities, and exams, what are your academic needs?
  
  
  
  
  
  
  
  
  
  
5. Write 3 personal goals for the next term. What do you hope to accomplish?

STUDENT NAME: \_\_\_\_\_

CENTRAL PENN COLLEGE OCCUPATIONAL THERAPY ASSISTANT PROGRAM  
**Professional Behavior Assessment – Re-Enforcement Level**

\_\_OTA108    \_\_OTA110

*Please rate your overall performance in each area.  
 Refer to the "PROFESSIONAL BEHAVIOR ASSESSMENT Description and Guide"*

Professional Behavior	Student Score	Faculty Score	Comments
1. Demonstrate a professional commitment to learning.			
2. Display professional and empathetic interpersonal skills.			
3. Utilize feedback constructively.			
4. Utilize time and resources effectively.			
5. Demonstrate effective problem-solving skills.			
6. Display professional communication skills.			
7. Display professionalism in judgement, attitudes, and actions.			
8. Demonstrate responsibility for own actions.			
9. Employ critical thinking.			

10. Utilize effective stress management.			
<b>M</b> Meets Expectations <b>N/O</b> Not observed			
<b>NI</b> Needs Improvement <b>UN</b> Unsatisfactory			

STUDENT NAME: \_\_\_\_\_

**Reflection on learning to date, as related to Professional Behavior and Growth**

\_\_\_OTA108 \_\_\_OTA110

Areas of Need:

Areas of Strength:

Comments:

**REMEDIATION (if needed):**

Professional Behavioral Objective 1:

## Professional Behavioral Objective 2:

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

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

CENTRAL PENN COLLEGE OCCUPATIONAL THERAPY ASSISTANT PROGRAM

**Professional Behavior Assessment – Mastery Level**

\_\_OTA200 \_\_OTA205 \_\_OTA210 \_\_OTA220

*Please rate your overall performance in each area.**Refer to the “PROFESSIONAL BEHAVIOR ASSESSMENT Description and Guide”*

<b>Professional Behavior</b>	<b>Student Score</b>	<b>Faculty Score</b>	<b>Comments</b>
1. Demonstrate a professional commitment to learning.			
2. Display professional and empathetic interpersonal skills.			
3. Utilize feedback constructively.			
4. Utilize time and resources effectively.			
5. Demonstrate effective problem-solving skills.			
6. Display professional communication skills.			

7. Display professionalism in judgement, attitudes, and actions.			
8. Demonstrate responsibility for own actions.			
9. Employ critical thinking.			
10. Utilize effective stress management.			
<b>M</b> Meets Expectations <b>N/O</b> Not observed <b>NI</b> Needs Improvement <b>UN</b> Unsatisfactory			

STUDENT NAME: \_\_\_\_\_

**Reflection on learning to date, as related to Professional Behavior and Growth**

\_\_OTA200 \_\_OTA205

Areas of Need:

Areas of Strength:

Comments:

**REMEDIATION (if needed):**

Professional Behavioral Objective 1:

Professional Behavioral Objective 2:

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

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

**Critical Thought Process Related to Readiness for FW Level II  
Status of Professional Behavioral Growth**

\_\_OTA210/220

Areas of Need:

Areas of Strength:

Comments:

**REMEDIATION (if needed):**

Professional Behavioral Objective 1:

Professional Behavioral Objective 2:

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

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



### **Acknowledgement of Receipt**

I \_\_\_\_\_ hereby acknowledge that I have received,  
(Printed student's name)

read, and understand the information contained within the Central Penn College Occupational Therapy Assistant Program Student Handbook. I understand that the policies and procedures contained within are subject to change without prior notice at the discretion of the OTA Program Director and faculty, and that I will be notified of any changes in writing as they occur.

Student signature: \_\_\_\_\_ Date signed: \_\_\_\_\_

**Student Data Sheet**

Student Name: \_\_\_\_\_ Student ID Number: \_\_\_\_\_

Phone #: \_\_\_\_\_ Commuter \_\_\_\_\_ Resident \_\_\_\_\_

Campus or Home Address: \_\_\_\_\_

Personal Concerns: \_\_\_\_\_

Medical Concerns: \_\_\_\_\_

Academic Concerns: \_\_\_\_\_

Comments: \_\_\_\_\_

**Who are you?**

Nickname: \_\_\_\_\_ DOB: \_\_\_\_\_

Hometown: \_\_\_\_\_ Parents: \_\_\_\_\_

Spouse: \_\_\_\_\_ Children: \_\_\_\_\_

Career/Other Goals: \_\_\_\_\_

Languages spoken: \_\_\_\_\_

Do you have a job? \_\_\_\_\_ Where? \_\_\_\_\_

Numbers of hours you work per week? \_\_\_\_\_

Do you need any special accommodations? \_\_\_\_\_

Describe yourself: \_\_\_\_\_

## **TEACHER - STUDENT CONTRACT**

Welcome to the OTA program at Central Penn College! We look forward to a mutually beneficial learning experience with you. Our intention is to forge a partnership with you in order to maximize your learning experience. We expect that you will increase your overall knowledge in the field of occupational therapy, and that we will have fun in the process as well. You will get out of your classes as much or as little as you will put into them. Please understand your OTA courses are designed to prepare you for entry level practice and for your certification exam. Your OTA courses will be challenging. Please be prepared for this.

The following structure is designed to enhance an optimum learning environment. **Please read and understand each point clearly.** Then **sign your name** to express your agreement of this program's expectations. Please **sign and date this contract and return it me.**

### **CLASSROOM ETIQUETTE:**

I realize that in order to maximize my experience in this class, I must be a responsible student, to myself, to my classmates, and to my professor.

1. **Disruptive behaviors will not be tolerated** and will result in formal warnings.
2. Private conversations are to be reserved for breaks and after class; I understand that I may be asked to leave if I disrupt the class in session, and doing so will constitute a formal warning.
3. Electronic equipment is permitted only when completing class related work at the instruction of the professor.
4. Participation is required and constitutes a portion of my grade. High caliber sharing demands polite, respectful language, and constructive criticism.
5. Any clarification or problem regarding an assignment, a peer, or the professor needs to be communicated to professor of the course at the earliest possible sign.
6. Full, receptive attention is necessary.

### **CLASSROOM ATTENDANCE:**

1. I understand that **classroom attendance is mandatory.**
2. Attendance involves **arriving on time**, and remaining in class from the start of class to its finish.
3. If I will be absent from class I will inform the professor via email AND phone call no later than one hour prior to class start time and it is my responsibility to get missed material.
4. If I am going to be late to class due to unforeseen circumstance, i.e. a traffic accident, inclement weather, etc., I will inform the professor via email AND phone call ASAP.
5. It is also my responsibility to keep track of my test scores, and any and all documents submitted to the professor. I need to verify test dates, assignment dates, and check course syllabi and Blackboard for changes in the course schedule.

**CLASSWORK:**

1. Assignments are due as announced and posted in Blackboard, unless otherwise specified by the professor.
2. Written assignments are to be typed, double-spaced, and follow APA format. Your writing assignments should reflect adequate grammar and you will be graded as such.
3. Tests or assignments: it is the students' responsibility to contact the professor to make up any missed tests or assignments. Failure to do so in a timely manner will result in a "zero" for the assignment/test.
4. All assignments must be submitted via Blackboard, unless otherwise specified by the professor.
5. It is my responsibility to ask for clarification for assignments due prior to the due date of the assignment.
6. If I need to meet with my professor, I will schedule an appointment time to do so.

**PROFESSOR RESPONSIBILITY:**

1. Professors will post any changes to the course syllabi or assignments via Blackboard
2. Professors will respond to emails in a timely manner
  - Monday-Friday: within 24 hours
3. Professors reserve the right to NOT respond to emails after school hours and will respond the next business day.
4. Grading will be completed within a week of the assignment due date.
5. Appropriate, constructive feedback will be given for all assignments.

**STUDENT RESPONSIBILITY:**

I agree to the above requirements, and look forward to this structure freeing up the class environment for the maximum teaching/learning experience.

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**Student Name (Print)**

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**Student Signature**

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**Kimberly Tanish, OTD, OTR/L**  
**Program Director**

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**Hope Devore, MOT, OTR/L**  
**Professor**

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**Kaitlyn Stetts, COTA/L**  
**Academic Fieldwork Coordinator**



**YOU CAN. YOU**

# Community Service Hours Log

The following log will assist you in tracking your community service hours as part of your requirement for graduation. Students seeking a bachelor degree are required to complete 50 hours of community service. Students seeking an associate degree are required to complete 25 hours of community service. After community service hours have been completed, retain this form for verification with your internship coordinator (Central Penn faculty overseeing your internship).

[illegible]

OTA Course Failure Waiver/Acknowledgment

The following is program policy for the Occupational Therapy Assistant Program at Central Penn College:

**Lab Practical/Demonstrated Competencies:** The lab practical/competency simulates a clinical situation and is used to assess the student's mastery of particular clinical skills. The practical consists of the student performing tasks in the presence of one or more instructors and/or administrators who will evaluate the student's performance. Students must receive a score of at least 80% to pass the exam. Any student that does not receive a score of 80% will be required to retake that exam within **one week** of the failed attempt. It is the student's responsibility to reschedule any exams that have been failed, no matter what the reason for the failure. In the instance of a "re-take," the student must pass the competency with an overall grade of 80% or higher to pass the course. If the student does not receive a passing grade on the competency examination, they will not pass the course or be allowed to continue to progress within the program.

Students have one opportunity to retake a core course and must achieve a final grade of 77% (C+) or higher during their second attempt or they will be dismissed from the program. Students are allowed to repeat a total of two core courses throughout the OTA Program, if they receive a final grade below a 77% in a third core course, they will be dismissed from the OTA program and asked to change their major.

This waiver serves to acknowledge that successful completion of (**list competency**) in (**specific OTA class**) did NOT occur. Due to this, you will not receive a passing grade in (**OTA class/term**).

Per Central Penn College Policy, if this occurs in weeks 1 -7 of the term you may withdraw from the class and receive a "W" on your official transcript. If this occurs during weeks 8-11, you will receive a "F" on your official transcripts. In either scenario, you will have to repeat the course to progress within the program.

By signing this waiver, I acknowledge that I **did not** successfully complete OTA\_\_\_\_ and I understand all policies and procedures listed above regarding OTA program completion.

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Student Signature

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Printed Name

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Program Director Signature

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Date