OCCUPATIONAL THERAPY
ASSISTANT TECHNOLOGY
PROGRAM

STUDENT HANDBOOK

Kent State University
College of Regional Campuses
Associate of Applied Science
East Liverpool Campus
2014-2015
Graduation Class of 2016
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INTRODUCTION

We, the Occupational Therapy Assistant faculty of Kent State University at East Liverpool Campus wish to welcome you to the Occupational Therapy Assistant Program. The next two years will be exciting, demanding and very rewarding. You will be expected to work hard as you study and learn about the profession of Occupational Therapy. Conscientious preparation now will enable you to provide the kind of quality treatment you would want to receive yourself.

This handbook contains reference material for the following areas: rules and regulations, performance, testing, behavior, dismissal, and licensure. Please note that this 2014-15 Handbook is a binding agreement for student performance and evaluations. The policies, procedures, and information are designed for your assistance and orientation, and may be subject to change. You MUST keep the book for future reference.

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

Have a good two years!
Kent State University at East Liverpool

OCAT PROGRAM ADMINISTRATORS, FACULTY AND STAFF

Administrator

Harriett Bynum, MS, OTR/L
Program Director
Office: 112 Mary Patterson Building
330-382-7426
FAX: 330-382-7564
hbynum@kent.edu

Secretary

Lisa McNicol
OTA Program Secretary
Office: 109 Mary Patterson Building
330-382-7567
lmcnicol@kent.edu

Full-Time Faculty

Kathleen Swoboda, MS, OTR/L
Office: 110 Mary Patterson Building
330-382-7456
kswbod1@kent.edu

Fieldwork Coordinator

Nanette (Nina) Sullivan, BS, COTA/L
Office: 118 Mary Patterson Building
330-382-7457
nssulliv@kent.edu

Adjunct Faculty

Wayne Wilt, COTA/L
wwilt@kent.edu

Christina Foraker, MOTR/L
cweekley@kent.edu
SPONSORING INSTITUTION

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

Institution Mission

The mission of Kent State University is to discover, create, apply and share knowledge, as well as to foster ethical and humanitarian values in the service of Ohio and the global community. As an eight-campus educational system, Kent State offers a broad array of academic programs to engage students in diverse learning environments that educate them to think critically and to expand their intellectual horizons while attaining the knowledge and skills necessary for responsible citizenship and productive careers.

East Liverpool Campus Mission

The Occupational Therapy Assistant Program at Kent State University East Liverpool, located in the Appalachian region, shares the 8 campus network mission to advance quality student education and clinical competency to fulfill key societal goals for a diverse student population. Through the pursuit of excellence in personal and professional development, students will demonstrate the ability to utilize critical thinking, and clinical reasoning to complete therapeutic interventions based on knowledge acquired from theory, technical skills and research. This knowledge and newly developed skills will lead to an Applied Science Associate Degree in Occupational Therapy Assistant Technology, and eligibility to become certified and licensed to practice, under the supervision of a Registered Occupational Therapist.

Occupational Therapy Assistant Technology Mission

The Occupational Therapy Assistant Technology Program at Kent State University shares the 8 campus network mission to advance quality student education and clinical competency to fulfill key societal goals for a diverse cultural region. Through the pursuit of excellence in personal and professional development, students will demonstrate the ability to utilize critical thinking, and clinical reasoning to complete therapeutic interventions based on knowledge acquired from theory, technical skills and research. This knowledge and newly acquired skills will lead to an Applied Science Associate Degree in Occupational Therapy Assistant Technology, and eligibility to become certified and licensed to practice, under the supervision of a Registered Occupational Therapist.
PROGRAM’S PHILOSOPHY

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

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

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

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

Themes/Threads of the curriculum:
1. Academic Foundational Content
2. Personal Development
3. Basic Tenets of Occupational Therapy and Theoretical Perspectives
4. Occupational Therapy Practice
5. Professional Development
6. Research (evidence based-practice)

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

Academic (Pre-requisite) Foundational Content:
Academic foundational content provides students with basic knowledge of the human body and development, concepts of occupation related to socioeconomic changes, cultural issues, diversity factors and lifestyle choices in society. It prepares students for participation in classroom activities and the provision of OT services in various clinical settings.

Affective
1. Participate in class discussions, presentations and other activities to fully understand the concepts being presented.
2. Being able to question concepts, and new ideas to enhance knowledge.

Cognitive
1. Recall, comprehend function & structure of the human body, human development throughout the life span.
2. Recall, comprehend concepts of occupation and human behavior, including the role of socioeconomic changes, cultural issues, diversity factors, prevailing health and welfare issues and lifestyle choices in society.

Psychomotor
1. Utilize academic foundational concepts when providing OT services in various clinical settings.
2. Communicate effectively with peers & diverse populations when providing OT services.

Personal Development
Personal development provides the basis for the development and utilization of intra & interpersonal skills required for interaction with clients and peers.

Affective
1. Develop intra & interpersonal skills, and intrinsic motivation to succeed in the OT program.
2. Develop self-confidence to be successful in the OTA program.

**Cognitive**
1. Understand the need for self-assessment as a method of determining areas requiring positive change for ongoing personal growth & development.
2. Integrate insight, intuition, empathy & inquisitiveness when providing OT services.
3. Synthesize knowledge to develop the ability to interact with diverse populations.

**Psychomotor**
1. Utilize intra & interpersonal skills when interacting with peers and clients during the OT process.

**Tenets of Occupational Therapy Theory & Techniques**
Tenets of occupational therapy theory and techniques provides students with basic OT philosophies, theories, concepts, and models required to develop critical thinking and problem solving skills when delivering OT services.

**Affective**
1. Participate in class discussion, presentations and other activities to fully understand the concepts being presented.
2. Being able to question concepts, models and new ideas to enhance knowledge.

**Cognitive**
1. Understand the philosophy & theories of the profession.
2. Understand the meaning of occupation in relation to the residual disabling effects of physical and mental illness.
3. Analyze tasks in relationship to areas of occupation, performance skills & patterns, activity demands, contexts and client factors using critical thinking and clinical reasoning.
4. Integrate tasks & theories into interventions to improve client skills in relationship with occupation & the environment.
5. Synthesize knowledge to support client “engagement in occupation to support participation in contexts”. *OT Practice and Framework: Domain and Process*

**Psychomotor**
1. Utilize various OT theories & techniques when providing OT services to improve client ability to participate in occupations, resume the occupational role, & interact with the environment.
2. Use clinical reasoning, problem solving & critical thinking skills when providing OT services to diverse populations.

**Occupational Therapy Practice**
Occupational therapy practice provides the basis for providing OT services from screening clients to provision of interventions based on client condition or disability.

**Affective**
1. Participate in class discussions, presentations & other activities to fully understand the concepts being presented.
2. Being able to question concepts, and new ideas to enhance knowledge.

**Cognitive**
1. Understand the use of occupation-based interventions to enhance client roles and health and wellness.
2. Assist in the application, analysis & documentation of the OT process from screening to discharging clients utilizing critical thinking, problem solving, and clinical reasoning with the completion of client interventions.
3. Integrate the use of purposeful activity & occupation-based interventions to support client participation.
4. Provide OT services to diverse populations based on particular contexts.

**Psychomotor**
1. Utilize clinical reasoning, critical thinking, & problem solving skills when determining appropriate interventions to support client participation in occupations & the occupational role.
2. Adapt the environment to support client participation in occupations & the occupational role.

**Professional Development**
Professional development provides the basis for ethical and professional behaviors, life-long learning, and ability to advocate and promote the profession.

**Affective**
1. Recognizes professional behaviors to be a part of the foundation of the profession.
2. Accepts responsibility for developing values, beliefs & attitudes that are congruent with those of the profession.

**Cognitive**
1. Understand AOTA’s Code of Ethics, Core Values & Attitudes, & Standards of Practice as the basis for professional behavior.
2. Analyze professional needs to seek strategies to enhance knowledge base, & increase education and training & explore various aspects of the profession.
3. Integrate professional behaviors to become an advocate for the profession while increasing skills.
4. Synthesize & integrate professional behaviors & habits to facilitate life-long learning skills.

**Psychomotor**
1. Advocate for the profession.
2. Become a life-long learner.
3. Participate in professional organizations.

**Research**
Research provides the basis for exploration of literature and application of current trends and knowledge with client interventions.

**Affective**
1. Develop intrinsic motivation to explore professional literature to increase knowledge in the profession.

**Cognitive**
1. Understand professional literature & how it relates to OT occupation-based practice and recognize the importance of research in the development of the profession.
2. Analyze current relevant literature that relates to practice settings, diagnoses, contexts, & client based interventions.
3. Integrate use of personal and professional development, occupation-based practice, and theory to develop mechanisms for understanding of data analysis, case studies, records, research, and general investigation.
4. Synthesize professional literature to develop evidence-based practice skills with client interventions under the supervision of an OT.

**Psychomotor**
1. Integrate research findings throughout delivery of the OT process.
<table>
<thead>
<tr>
<th>Academic Foundational Content</th>
<th>Affective</th>
<th>Cognitive</th>
<th>Psychomotor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participate in class discussions, presentations and other activities to fully understand the concepts being presented. Being able to question concepts, and new ideas to enhance knowledge.</td>
<td>Recall, comprehend function &amp; structure of the human body, &amp; human development throughout the life span. Recall, comprehend concepts of occupation and human behavior, including the role of socioeconomic changes, cultural issues, diversity factors, prevailing health and welfare issues &amp; lifestyle choices in society. Recall, comprehend basic effects of physiological, psychological, &amp; sociological aspects of life on human beings.</td>
<td>Utilize academic foundational concepts when providing OT services in various clinical settings with diverse populations. Communicate effectively with peers &amp; diverse populations when providing OT services.</td>
<td></td>
</tr>
<tr>
<td>Personal Development</td>
<td>Develop intra &amp; interpersonal skills, intrinsic motivation to succeed in the OT program. Develop self-confidence to be successful in the OT program.</td>
<td>Understanding the need for self-assessment as a method of determining areas requiring positive change for ongoing personal growth &amp; development. Integrate insight, intuition, empathy &amp; inquisitiveness when providing OT services. Synthesize knowledge to develop the ability to interact with diverse populations.</td>
<td>Utilize intra- &amp; interpersonal skills when interacting with peers and clients during the OT process.</td>
</tr>
<tr>
<td>Tenets of Occupational Therapy Theory &amp; Techniques</td>
<td>Participate in class discussions, presentations and other activities to fully understand the concepts being presented. Being able to question concepts, models and new ideas to enhance knowledge.</td>
<td>Understand the philosophy &amp; theories of the profession. Understand the meaning of occupation in relation to the residual disabling effects of physical and mental illness. Analyze tasks in relationship to areas of occupation, performance skills &amp; patterns, activity demands, contexts and client factors using critical thinking and clinical reasoning. Integrate tasks &amp; theories into interventions to improve client skills in relationship with occupation &amp; the environment. Synthesize knowledge to support client “engagement in occupation to support participation in contexts”. <em>OT Practice and Framework: Domain and Process</em></td>
<td>Utilize various OT theories &amp; techniques when providing interventions to improve client occupations, resume the occupational role &amp; interact with the environment. Use clinical reasoning, problem solving and critical thinking skills when providing OT services to diverse populations.</td>
</tr>
<tr>
<td>Affective</td>
<td>Cognitive</td>
<td>Psychomotor</td>
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</tr>
<tr>
<td><strong>Occupational Therapy Practice</strong></td>
<td>Participate in class discussions, presentations and other activities to fully understand the concepts being presented. Being able to question concepts, and new ideas to enhance knowledge.</td>
<td>Understand the use of occupations (meaningful &amp; purposeful activities) to enhance client roles and health and wellness. Assist in the application, analysis &amp; documentation of the OT process from screening to discharging clients utilizing critical thinking, problem solving, and clinical reasoning with the completion of client interventions. Integrate the use of purposeful activity and occupations as intervention approaches to support client participation. Provide OT services to diverse populations based on particular contexts.</td>
<td>Utilize clinical reasoning, critical thinking &amp; problem solving skills when determining appropriate interventions to support client participation in occupations &amp; the occupational role. Adapt the environment to support client participation.</td>
</tr>
<tr>
<td><strong>Professional Development</strong></td>
<td>Recognizes professional behaviors to be part of the foundation of the profession. Accepts responsibility for developing values, beliefs &amp; attitudes that are congruent with those of the profession.</td>
<td>Understand AOTA’s Code of Ethics, Core Values &amp; Attitudes, &amp; Standards of Practice as the basis for professional behavior. Analyze professional needs to seek strategies to enhance knowledge base, &amp; increase education and training &amp; explore various aspects of the profession. Integrate professional behaviors to become an advocate for the profession while increasing skills. Synthesize &amp; integrate professional behaviors and habits to facilitate life-long learning skills.</td>
<td>Advocate for the profession. Become a life-long learner. Participate in professional organizations.</td>
</tr>
<tr>
<td><strong>Research – Evidence Based Practice</strong></td>
<td>Develop intrinsic motivation to explore professional literature to increase knowledge in the profession.</td>
<td>Understand professional literature &amp; how it relates to OT practice and recognize the importance of research in the development of the profession. Analyze current relevant literature that relates to practice settings, diagnoses, contexts, &amp; client based interventions. Integrate use of personal and professional development, practice, and theory to develop mechanisms for understanding of data analysis, case studies, records, research, and general investigation. Synthesize professional literature to develop evidence-based practice skills with client interventions under the supervision of an OT.</td>
<td>Utilize evidence-based practice skills when determining interventions to improve client outcomes.</td>
</tr>
</tbody>
</table>
PROGRAM GOALS & OBJECTIVES

1. The program will expose students to a wide range of opportunities to foster growth and development of a sound theoretical knowledge base, clinical skills and competency.
   a. Utilize OT theory and techniques when providing appropriate occupation-based interventions to improve client outcomes with occupations, occupational role and ability to interact with the environment.
   b. Use clinical reasoning, problem solving and critical thinking skills when providing OT services to diverse populations.
   c. Adapt the environment to support client participation.
   d. Utilize inter/intrapersonal skills when interacting with peers and client during the OT process.
   e. Utilize evidence-based practice skills when determining interventions to improve client outcomes.
2. The program will instill professionalism and professional behaviors within the students when interacting with peers and clients.
   a. Students will provide OT services to diverse populations.
   b. Students will provide OT services to clients in a variety of settings.
3. The program will expose students to a variety of opportunities to foster professional development as related to campus life and the OT profession.
   a. Students will participate in campus, state and national OT organizations.
   b. Students will understand how to advocate for the profession as related to consumers and others.
   c. Students will understand the need to be life-long learners.
4. The program will prepare students for successful completion of Level II fieldwork experiences.
   a. a complete basic assessments to re-evaluate clients weakness, as needed
   b. recognize client strengths & weakness based on evaluation to develop treatments
   c. select and perform occupation-based interventions appropriate for client-centered treatments utilizing critical thinking and clinical reasoning
   d. assist in discharge planning
   e. educate client, caregivers, etc. on client treatments & other pertinent information
5. The program will prepare students to become competent entry-level OTAs.
   a. National exam pass rate will be at or above the national average.
   b. Students will be able to seek employment within the setting of their choice.
   c. Students will express satisfaction with their OTA education.
   d. Graduate employers will express satisfaction with their new hire’s level of competence.
ESSENTIAL FUNCTIONS

Essential Functions for the OTA Student

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

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

Sensory Capabilities:
3. Respond in a timely manner to a timer, alarm or cries for help.
4. Monitor vital signs, changes in patient status, skin changes, etc.
5. Auditory, visual, and tactile abilities sufficient to assess patient status and perform treatments.

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

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

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

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

**Academic Fieldwork Coordinator** - Faculty member, who is responsible for the administration, managing and coordination of the Level I and Level II fieldwork experiences for the students.

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

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

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

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

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

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

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

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

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

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

**Program Director** - The faculty member who is responsible for oversight and administration of the OCAT Program.
# OCAT PROGRAM SEQUENCE OF COURSES

## FIRST YEAR

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credit Hour</th>
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<tbody>
<tr>
<td><strong>Summer Semester</strong></td>
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<tr>
<td>BSCI 11010</td>
<td>Anatomy &amp; Physiology I</td>
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<td><strong>Fall Semester</strong></td>
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<tr>
<td>BSCI 11020</td>
<td>Anatomy &amp; Physiology II</td>
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<td>Kent Core</td>
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<td>PSYC 11762</td>
<td>General Psychology</td>
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<td>EXPR 10290</td>
<td>Destination Kent: First Year Experience</td>
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<tr>
<td>OCAT 10000</td>
<td>Foundations in Occupational Therapy</td>
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<td>OCAT 10003</td>
<td>Occupational Therapy Practice Skills</td>
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<td>OCAT 10010</td>
<td>Professionalism in Healthcare</td>
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<td>SOC 12050</td>
<td>Introduction to Sociology</td>
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<td><strong>Spring Semester</strong></td>
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<td>PSYC 21211/40111</td>
<td>Psychology of Adjustment or Abnormal Psychology</td>
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<td>NURS 20950</td>
<td>Human Growth and Development</td>
<td>3</td>
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<td>PTAT 10002</td>
<td>Analysis of Movement</td>
<td>4</td>
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<td>OCAT 10001</td>
<td>OT Practice Skills II</td>
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<td>OCAT 10002</td>
<td>Therapeutic Techniques I - Psychosocial</td>
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<td>OCAT 10092</td>
<td>Therapeutic Techniques Fieldwork 1A</td>
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<tr>
<td><strong>SECOND YEAR</strong></td>
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<td><strong>Summer Semester</strong></td>
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<td>OCAT 20000</td>
<td>Therapeutic Techniques II - Physical Dysfunction</td>
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<td>OCAT 20092</td>
<td>Therapeutic Techniques Fieldwork 1B</td>
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<td>OCAT 20003</td>
<td>OT Practice Skills III</td>
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<td><strong>Fall Semester</strong></td>
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<td>Kent Core</td>
<td>Mathematics &amp; Critical Reasoning</td>
<td>3</td>
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<td>OCAT 20001</td>
<td>Professional Issues</td>
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<td>OCAT 20004</td>
<td>Therapeutic Techniques III - Developmental</td>
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<td>OCAT 20006</td>
<td>Therapeutic Techniques IV - Physical Dysfunction</td>
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<td>Kent Core</td>
<td>Humanities/Fine Arts</td>
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<tr>
<td><strong>Spring Semester</strong></td>
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</tr>
<tr>
<td>OCAT 20192</td>
<td>Clinical Applications I</td>
<td>4</td>
</tr>
<tr>
<td>OCAT 20292</td>
<td>Clinical Applications II</td>
<td>4</td>
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<tr>
<td>OCAT</td>
<td>General Elective</td>
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<td><strong>TOTAL REQUIREMENTS:</strong></td>
<td><strong>69 Hours</strong></td>
<td></td>
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</tbody>
</table>
COURSE DESCRIPTIONS

General Education & Related Courses

EXPR 10097: Destination Kent: First Year Experience (1)
Assists students in making the transition to the University, improving and refining academic skills, participating in the advising system, and selecting or confirming a major.

PSYC 11762: General Psychology (3)
Introduction to the behavioral science approach to an understanding of human performance and potentials.

SOC 12050: Introduction to Sociology (3)
Scientific approach to understanding social interaction, institutions and organizations.

PSYC 21211: Psychology of Adjustment (3) or
A review of data, concepts and theories of psychology that contribute to our understanding of human adjustment. Prerequisites: PSYC 11762

PSYC 40111: Abnormal Psychology (3)
Diagnostic characteristics, causes and treatment of behavior disorders. Mild, moderate and severe types of disturbances illustrated by cases and research studies. Prerequisites: PSYC 11762 & junior standing.

NURS 20950: Human Growth and Development (3)
Examines theoretical principles and concepts of human growth and development throughout the life cycle applicable to personal and professional activities essential to the accurate assessment of human needs and understanding human behaviors. Prerequisite: PSYC 11762 & sophomore standing.

BSCI 11010: Anatomy & Physiology I (3)
Anatomy and physiology to include organization of the human body, cells, tissues, organs, and systems, integumentary, skeletal, muscular, and respiratory systems and overviews of the nervous and circulatory systems. Prerequisite: None

BSCI 11020: Anatomy & Physiology II (3)
Anatomy and physiology of the circulatory, digestive, urinary, nervous, endocrine, and reproductive systems. Prerequisite: Anatomy & Physiology I

PTST 10002: Analysis of Movement (4)
Function of the human body with emphasis on the musculoskeletal system. Gross body measurements. Prerequisite: BSCI 11010 & BSCI 11020.

PTST 20001: Therapeutic Communications in Physical Therapy (1)
Focus on understanding human behavior, emotional needs of individuals, therapeutic use of self and development of communication skills and interpersonal relationships. Prerequisite: None
Kent Core Math and Critical Reasoning Elective (3)
Kent Core Humanities or Fine Arts Elective (3)
Kent Core Composition (3)

**OCAT Program Course Descriptions**

**OCAT 10000: Foundations in Occupational Therapy (2)**
Introduction to the profession of Occupational Therapy, its place in the health care system, and the role of the Registered Occupational Therapist and the Certified Occupational Therapy Assistant. Prerequisite: None.

**OCAT 10001: Occupational Therapy Practice Skills II (3)**
Development of the OT practice skills in the therapeutic use of occupation, activity analysis, and basic documentation. Prerequisite: OCAT 10000, and admission to the program.

**OCAT 10002: Therapeutic Techniques I - Psychosocial (5)**
Application of occupational therapy skills and techniques in treatment program concerned with psychosocial dysfunction. Prerequisite: Admission to the program, OCAT 10000.

**OCAT 10003: Occupational Therapy Practice Skills (1)**
Development of basic assessment and intervention skills as related to clients with physical and mental disabilities.

**OCAT 10092: Therapeutic Techniques Fieldwork – 1A (1)**
Under the supervision of personnel in selected facilities or agencies, the student will apply knowledge, skills and techniques acquired in the concurrent OCAT therapeutic techniques course.

**OCAT 20000: Therapeutic Techniques II – Physical Dysfunction I (5)**
Application of occupation therapy skills and techniques in treatment programs concerned with physical dysfunction.

**OCAT 20001: Professional Issues (2)**
Introduction to the knowledge and skills required for performing administrative tasks such as: program development, staffing, supervision, equipment requisition, budgeting, documentation, and program evaluation. Concerns of the profession will be discussed including: licensure, malpractice, continuing education and research.

**OCAT 20003: Occupational Therapy Practice Skills III (3)**
Development of the practice skills including therapeutic use of adapting equipment and environment, therapeutic exercises, activity analysis, and documentation.
OCAT 20004: Therapeutic Techniques III – Developmental Disabilities (3)
Application of occupational therapy skills and techniques applied to patients/clients with developmental disabilities.

OCAT 20006: Therapeutic Techniques IV – Physical Dysfunction II (3)
Application of occupational therapy skills and techniques in treatment programs specifically concerned with physical dysfunction.

OCAT 20092: Therapeutic Techniques Fieldwork – 1B (1)
Under the supervision of personnel in selected facilities or agencies, the student will apply knowledge, skills and techniques acquired in the concurrent OCAT therapeutic techniques course.

OCAT 20192: Clinical Applications I (4)
Under the supervision of personnel in selected healthcare agencies, the student will apply knowledge, skills and techniques acquired in prior OCAT courses.

OCAT 20292: Clinical Applications II (4)
Under the supervision of personnel in selected healthcare agencies, the student will apply knowledge, skills and techniques acquired in prior OCAT courses.

OCAT Elective: OCAT 21095 Special Topics or OCAT 10004 OTA Medical Terminology
PROGRESSION STANDARDS

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

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

1. The student does not achieve a “C” or above in any required course as listed on the roadmap may not progress in the program. The course must be repeated in the next semester it is offered, provided space is available. Following acceptance into OCAT technical study program a student may only repeat a required course one time.

2. The student may not progress to additional OCAT courses, until they receive a “C” (2.0) or better in the repeated course.

OCAT 20192 & OCAT 20292 Clinical Applications Courses

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

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

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

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

Withdrawing from an OCAT Course or the OTA Program

All withdrawals are to be executed in accordance with the University’s policy. Students, who do not successfully complete an OTA course because they withdraw, withdraw unofficially, or take a medical leave may be readmitted to that course in the next semester it is offered, provided space is available. Students must notify the program director 6 weeks prior to the start of the re-entry semester of their
intentions to resume the program. The student may not progress to additional OTA courses until the prior course is satisfactorily completed.

Students who desire readmission to the OTA program post two years withdrawal must reapply for admission. Students applying for readmission to the OTA Program must meet the same criteria for admission as is in force at the time of applications. Please note: Admission requirements may be subject to change.

Students withdrawing from the OTA program or an OCAT course are asked to schedule a meeting with the director and the instructor of the course from which the student is withdrawing.

**University Course Withdrawal/Registration Cancellation/Exiting the University**

**Course Withdrawal**

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

**Registration Cancellation/Exiting the University**

To receive a full refund of tuition, students who register and decide not to attend the University must cancel their registration as early as possible, but no later than the end of the first week of classes*. This may be accomplished by filing an Exit Application with your Regional Campus registrar or student services office prior to the beginning of classes during the first week of the semester. Any paid registration not canceled by the end of the first week of classes will be subject to the refund schedule published in the fee payment section of the Schedule of Classes booklet. Any applicable refund is determined by the date the form is presented to the appropriate office.

Once classes have begun, students who are reducing their semester course load to zero hours must process an Exit Application at the college/school office. All exits are subject to the refund schedule published in the fee payment section of the Schedule of Classes booklet. The last date to process an exit is Friday of the last week of classes (prior to the beginning of exam week). Students who exit from their classes after the second week of the semester will receive marks of “W”.

**Tuition Refund Table for Fall and Spring Semesters**

<table>
<thead>
<tr>
<th>Number of Semester Days</th>
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<tr>
<td>Day 1 thru Day 7</td>
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</tr>
<tr>
<td>Day 8 thru Day 14</td>
<td>80%</td>
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<tr>
<td>Day 22 thru Day 28</td>
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<td>Day 29 and after</td>
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**Tuition Refund Table for Summer I, II, & III**

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<td>Day 4 thru Day 7</td>
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<td>Day 11 thru Day 14</td>
<td>60%</td>
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<td>Day 15 and after</td>
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**Tuition Refund Table for Intersession**

<table>
<thead>
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<th>Number of Semester Days</th>
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<td>60%</td>
</tr>
<tr>
<td>Day 5 and after</td>
<td>0%</td>
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</tbody>
</table>

*Information is from the Regional Campus Digest of Rules and Regulations 2006-2007*

**Program Completion**

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

1. If a student goes beyond 3 years, he/she must demonstrate competency in the courses presented at the beginning of the program. This will be accomplished with the student completing written assignments and tests and/or a lab practical.

2. Failure of the assignments, tests and/or lab practical will lead to dismissal from the program.

3. All Level II fieldwork must be completed within 18 months following the completion of the didactic portion of the program.

**Program Dismissal**

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

1. Violating the laws regulating the delivery of occupational therapy services in the State of Ohio, Pennsylvania, or any state where the student is completing a fieldwork experience.

2. Repeated or blatant violation of AOTA’s Code of Ethics, Kent State Policy Register or policies and procedures of the OCAT Program.

3. Failure to maintain a cumulative grade point average of 2.0.
4. Failure to meet OCAT program requirements for progression; not progressing 2 times.
5. Academic dishonesty.
6. Failure and/or withdrawal from two Level II fieldwork experiences.
7. Failure to follow safety precautions during classroom or fieldwork activities.
8. Professional behavior violations.
9. Inability to demonstrate competency on first attempt in a course if in the program beyond three years.
10. Violation of privacy or confidentiality policies.
11. Absenteeism.
12. Performance in any area of fieldwork, academics or professional behaviors which indicates the need for a third remediation plan while enrolled in the OCAT program.

Procedure for Dismissal

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

Appeals Process

Students may appeal dismissal and failure to progress decisions of the OCAT faculty as outlined in the Student complaint Process [http://www.kent.edu/policyreg/index.cfm](http://www.kent.edu/policyreg/index.cfm): chapter 8, 8-01.4. Advice about the complaint process may be obtained from the East Liverpool Campus Complaint Advisor, Susan Weaver at 330-382-7432.

Grievance Procedure

An appropriate framework and method for student grievance of complaint is explained in the Kent State University policy Register, Student Complaint Process, [http://www.lkent.edu/policyreg/index.cfm](http://www.lkent.edu/policyreg/index.cfm): Chapter 8, 8-01.4. The general guidelines, procedures, and time limits are presented and defined within the digest. This policy is the accepted format of complaint, if all other avenues of solution are without resolution for the OTA program student. Advice about the complaint process may be obtained from the East Liverpool Campus Complaint Advisor, Susan Weaver at 330-382-7432. Other telephone numbers of offices students may contact include: Student Ombudsman – 330-672-9494, Affirmative Action/Equal Opportunity – 330-672-2083.

Student Complaints

There will be incidences when a student does not concur with the actions of the program, faculty or staff. In these situations, the student must resolve any problems by following the appropriate protocol for complaint resolution. The resolution of a problem can promote well-being, as well as, successful completion of the program for students.
When seeking resolution to a problem, the parties may confer with the campus complaint advisor, faculty member, or administrator involved, student services personnel, the Dean or Assistant Dean and/or the ombudsman at the Kent Campus.

Complaints involves a member of the OCAT Program, the student must communicate directly with the appropriate faculty member, staff or program director to verbalize his/her complaint to seek resolution. If the problem remains unsolved, the student should discuss the problem with the Program Director. The Program Director will maintain records of all student complaints including the nature and disposition of the complaints. The record will be kept in the student’s file at all times.

Each complaint depending on the severity is dealt with at the discretion of the Program Director using the University Policy Register as a guide. The Program Director may choose to discuss the complaint with the faculty, Dean and/or Assistant Dean.

Complaints concerning the Program Director are to be addressed with the Director initially and if remains unresolved, the Dean and/or Assistant Dean. The Dean and/or Assistant Dean will document the complaint and maintain records in the appropriate office.

If a resolution is not met at this level, the student must follow the appropriate procedures for student grievance in the University Policy Register, Student Compliant Process. The general guidelines, procedures, and time limits are presented and defined within the Digest. Advice about the complaint process may be obtained from the Campus Complaint Advisor Susan Weaver at 330-382-7432. Other offices students may contact include: Student Ombudsman – 330-672-9494, and Office of Equal Opportunity/Affirmative Action – 330-672-2083.

**Policy on Student Transfer between Health Care Programs**

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

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

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

Graduation Requirements

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

It is each student’s responsibility to make sure that they have completed the requirements for graduation. Enclosed in this handbook is a copy of the requirement sheet. There is room on the sheet for you to check off the courses as you complete them, so that you can make sure you are progressing as you should. In the front of this handbook is the suggested sequencing of the courses. If you follow this sequence, you will have all of the courses completed in two years.

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

National Certification Exam

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

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

NBCOT considers the following behaviors a direct violation of the Code of Conduct:

1. An individual is convicted of a crime where the circumstances substantially indicate an inability to engage in the practice of occupational therapy or relate to the practice of occupational therapy.
2. An individual is engaged in behaviors that would cause them to be a threat or potential threat to the health, well-being, or safety of recipients of occupational therapy or that adversely impact the delivery of occupational therapy services. Behaviors include but are not limited to: physical violence (murder, robbery, or rape) or other behaviors such as those associated with chemical dependency.
3. An individual who is engage in conduct with clients, students or colleagues which violates appropriate professional boundaries and that does or may result in harm to the above. Behaviors include sexual exploitation or misconduct, inappropriate physical contact, financial
exploitation, intrusion in personal affairs of clients, student or colleagues and inappropriate self-disclosure.

**Licensure**

Most states require licensure in order to practice; however, state licensures are based on the results of the NBCOT Certification Examination.

Licensure at the state level is a completely separate procedure governed by the individual states. In states requiring licensure only qualified individuals defined by the practice act may practice Occupational Therapy or use a title including the words “occupational therapy”. In a state that has an Occupational Therapy practice act, an individual cannot be hired as an Occupational Therapy Assistant until the state licensure has been obtained. Thus, in seeking state licensure, it is the individual (rather than the school) who must initiate the process.

Copies of the licensure laws for West Virginia, Pennsylvania and Ohio are on file in the office of the Director of the Occupational Therapy Assistant Program. West Virginia and Pennsylvania grant limited permits to persons who have completed the education and fieldwork experience requirements for OCAT personnel. The permit allows the individual who has not taken the certification exam to work until the results of the examination are available.

Generally, to become licensed you must obtain and file an application with the appropriate government agency. Licensure applications are available from the state regulatory board. You must document that you have:

- graduated from an accredited or approved OCAT Program
- successfully completed your program’s fieldwork requirements, and
- passed a national examination

Evidence of passing the American Occupational Therapy Certification Examination will meet the requirement of any state law.

A felony conviction may also affect a student’s ability to obtain licensure in the state of Ohio. Applicants applying for licensure who have been convicted of a felony must provide the Board with a signed statement describing the details of the event(s) that led to the felony conviction of the following court records:

1. Indictment  
2. Plea entry  
3. Disposition  
4. Sentencing entry  
5. Terms of parole or probation  
6. Parole or probation release/discharge

Failure to provide these documents will result in a delay in the processing of the application. The Occupational Therapy Section cannot make a determination on a potential for licensure. Determinations may only be rendered after the Section receives and reviews a completed application for licensure.
SAFETY POLICIES AND PROCEDURES

On-Campus Experiences

Emergency medical services will be notified via 911 if students become ill or are injured or 330-385-4903 or 330-386-5505 on the KSUEL Campus. Indicate the proper building location, closest entrance and room location. Students are required to inform the OCAT Program Director and/or the faculty instructor if they have a medical condition that would make it unsafe for them to perform some laboratory activities.

A first aid kit is located in the OCAT Program classroom and is stocked with necessary supplies. Anyone using supplies from the kit should immediately notify the OCAT Program Director so that supplies can be restocked.

Bodily Injury/Illness/First Aid: In the event of sudden or severe illness or injury, either an employee or student may initiate the emergency response system.

1. Call an ambulance service at 330-385-4903 or 330-386-5505. Indicate the proper building location, closest entrance and room location.
2. Dial “0” to notify the administrator on duty of the situation.
3. Send someone to the street entrance to direct assistance to your location.
4. DO NOT transport the person yourself or recommend private transportation.
5. Emergency first aid kits are located throughout both academic buildings. Main building locations include: 1st floor - room 113, 2nd floor – Student Services office, 3rd floor – faculty lounge; the main office and OTA & PTA labs in the Mary Patterson Building

Incident Documentation: In the event of accident or injury while associated with a Kent State University related class or activity, the student is to notify the appropriate instructor/supervisor if possible and seek appropriate medical or emergency services at the nearest community facility. After achieving medical stability, the student is to report the incident to the Program Director and file a written statement of what happened, who was involved in the incident, who observed the incident and a summary of what action was taken after the incident.

Fire: Do not take time to attempt putting out the fire. Initiate emergency response with the following procedures:

1. Sound the building alarm.
2. Call the fire department by dialing 330-385-1111. Be sure to indicate with exact location and nature of the fire (building name and address).
3. Or, notify the receptionist by dialing “0”. The receptionist will call the East Liverpool Fire Department and notify Campus Maintenance personnel.
4. Evacuate the building.
5. Follow the directions of the emergency response personnel.
6. Do not re-enter the building until the emergency response officials have declared it safe to do so.
7. Fire extinguishers are provided on each floor to assist with evacuations directions clearly labeled.
**Building Evacuations:** Should it be necessary to evacuate the building, the fire alarm will be activated. When the alarm is sounded, it is the responsibility of the faculty and administrators to lead students and staff to a safe area.

1. Remain calm.
2. Immediately proceed to the nearest exit, crawl if there is smoke.
3. Test any door before opening it and touch the space between the door and its frame.
   a. Do not open doors that are hot to touch.
   b. Open cool doors cautiously, brace yourself against the door, open it slightly. Close the door and stay inside if heat or heavy smoke is present.
4. Do not use the elevators.
5. Knock on doors or shout as you leave to warn other occupants.
6. Close as many doors as possible.
7. Take shelter in an area farthest from the problem area or as directed; at least 300 feet away from the building.
8. Never re-enter a burning building unless authorized by the fire department personnel.

**Tornadoes:** When a tornado alert is initiated, it is the responsibility of the faculty to lead their classes to shelter areas. Administrators will be responsible for office and public area evacuations.

1. Seek shelter in the lowest levels of buildings or an interior hallway remaining clear of exterior windows and doors.
2. Immediately evacuate any building that does not have reinforced construction, such as auditoriums, gymnasiums and large rooms with wide free span roofs.
3. Open all windows if there is sufficient time.
4. If caught in open country, move away from the tornado’s path at a right angle. If there is not time to escape, lie flat in the nearest depression, such as a ravine or ditch.

**Bomb Threats:** All bomb threats must be immediately reported to campus administration by dialing “0” or contact the East Liverpool Police Department at 330-385-1234. Follow the police instructions.

**Assistance for Disabled Persons:** Faculty/administrator should assist disabled individuals down the stairs to the nearest exit (do not use elevators). Students may assist in carrying the disabled person out. If the disabled person is in a wheelchair, consider leaving the chair behind. Use a lighter classroom chair, a coat as a stretcher, or two people locking hands. If you are unable to successfully assist, the disabled individual should be place in a stair well and the stair door closed. Let fire officials know of their location so a rescue can be made.

**Off Campus Experiences**

It is the policy of the OCAT program to provide safe learning experiences for our students. During off-campus experiences, the OCAT faculty provides students with safety guidelines, but students are ultimately responsible for their own health and safety. In an non-clinical, off-campus experience, either the faculty member conducting the off-campus experience and/or the person representing the off-campus facility will advise the students (at or prior to the start of the experience) of possible safety hazards, actions to be taken to minimize these risks, and actions to be taken if a hazardous situation occurs.

A student who becomes ill or is injured at a hospital will be seen in the Emergency Department of that facility. In other fieldwork sites, such as an out-patient or nursing home setting, the facility policy will
be followed. Fieldwork sites enter into a contractual agreement with the OCAT Program to provide emergency treatment in case of accident or illness to students assigned to their facility at the student’s expense.

In the event that a class is held in an off-campus location, students are responsible for their own transportation. Anytime a student is traveling in a non-KSU vehicle, the student is responsible for his/her own safety and insurance during transportation. A student involved in an injury or illness during the off-campus educational experience will be sent to the emergency department via ambulance if the situation warrants (at the student’s expense), or sent home with or without assistance depending on the severity of the situation. It is recommended that all students carry medical insurance to cover these expenses. Information on medical insurance is provided on the Kent State University website: http://www.kent.edu/uhs/insurance/student-insurance.cfm.

Classroom & Lab Safety Regulations

The following safety regulations are posted in the program lab. They are designed to assure compliance with OSHA Safety Requirements, should be regularly reviewed by program faculty and students, and should be followed explicitly:

1. **Inspection of Therapeutic Equipment:**
   All therapeutic equipment in the lab will be inspected for safety, and calibrated (as appropriate) annually. Supplies required for use of the equipment will also be inspected when appropriate. Inspection records are filed in the Program Director’s office.

2. **Failure of Inspection Standards:**
   Any piece of equipment or electrical outlet that fails to meet inspection standards is immediately removed from service. The Program Director will be responsible for initiating and monitoring repair. No faculty member of student is permitted to use equipment or outlets that have been removed from service.

3. **Malfunction of Equipment**
   Any faculty member of student who discovers a malfunction is responsible for immediately reporting that malfunction to the Program Director, who assumes responsibility for removing the equipment from service and initiating repair procedures.

4. **Chemicals Use:**
   a. All chemicals in use in the program lab will be held in marked containers labeled with use and safety instructions as necessary. All such instructions are to be followed explicitly.
   b. No chemical should ever be placed in a container bearing a label of another chemical.
   c. All chemicals will be stored or disposed of under conditions as recommended by the manufacturer.
   d. Material Safety Data Sheets (MSDS) will be obtained and retained on all chemicals; they will be held in a notebook labeled for that purpose and located in the program lab.

5. **First-Aid Kit:**
   A first aid kit is located in the classroom storage area and is stocked with appropriate supplies.

6. **Cleaning of Treatment Tables and Mats:**
   All treatment tables and mats will be cleaned with a disinfectant solution after use.

7. **Universal Body Substance Precautions:**
   a. Hands should be washed between sessions of working with different classmates or faculty members.
b. Gloves must be worn if a student or instructor has unhealed skin lesions on his/her hands. All used gloves must be disposed of in a container for regulated waste.

c. In the event that any surface in the lab becomes contaminated with body fluids, program faculty will contact maintenance for assistance in cleaning up the spill.

8. **Safety Precautions**

Course instructors ensure the safety of their students by demonstrating clearly the laboratory activity to be performed, as well as observing students closely as they perform this activity. This helps the student to learn the skill properly and protect future patients as well as the student and his or her classmates. Safety is also ensured by having each student complete competencies with each skill.

9. **Drug and alcohol Use**

To safeguard our students, the use of alcohol or drugs in the laboratory or use prior to lab is strictly prohibited (KSU policies 3342-4-10 and 3342-4-11).

10. **Students with Medical Conditions**

Students are required to inform the OCAT Program Director and/or the faculty instructor if they have a medical condition that would make it unsafe for them to perform some laboratory activities. They are informed of this in the student handbook and during orientation.

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

1. The classroom/lab area will be cleaned and maintained in accordance with the policy developed by the Kent State University maintenance departments on the respective campuses.

2. All OCAT Program equipment should be cleaned with an antiseptic solution including; wheelchairs, canes, walkers, crutches, commode, tub benches, Swiss Balls, etc.

3. Dynamometers, pinch meters, and other evaluation tools are to be cleaned before and after demonstration in the classroom and calibrated on a regular basis.

4. Linens on the bed are to be washed at the completion of lab sessions where demonstrations have occurred in the bedroom and at the beginning of a semester.

5. Kitchen equipment is to be washed, dried and put away following use during educational activities. The kitchen must be free of clutter at all times.

6. Mat tables are to be cleaned with antiseptic solution following student use in lab situations.

7. The paraffin tank is to be cleaned at the end of instructional activities following student use. The paraffin is to be replaced each year.
OCAT PROGRAM MANAGEMENT

Student Advisement

OCAT students must receive advisement for scheduling and program progression planning with the OCAT Program Director or Academic Program Coordinator. Each student schedules at least one appointment per semester to insure ultimate communication and student success. Students are encouraged to seek more frequent advisement as necessary to facilitate individual student success in the OCAT program.

Attendance

1. All students are required to meet the individual faculty member’s attendance regulations for each Occupational Therapy course (see individual course syllabi).

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

3. All other absences will be considered UNEXCUSED. More than 1 unexcused absence from class is considered excessive. Two absences from class will result in 10 percentage points being deducted from final grade. (Example: 82% at final = 72%). Each additional absence will be penalized with a 10% reduction. A student who has three or more absences (excused and unexcused) from class must meet individually with the Program Director. Being TARDY to class is not an acceptable professional behavior nor is not returning to class after a class break. This will be considered an unexcused absence.

4. Classes for the OCAT program are held during the summer of the second year. Planned summer vacations should be taken during the week between the spring and summer semesters or 2 weeks at the end of the summer. Time taken for vacations during any semester will be considered an UNEXCUSED absence and this may affect your grade. See “unexcused absence” policy above.

5. Any clinical time that is missed must be made up at the same clinical facility prior to the completion of that clinical experience. If the time is not made up the student will NOT receive a passing grade for that clinical experience.

6. Students may be required to attend their fieldwork experiences on a day that the campus is closed. The Academic Fieldwork Coordinator will be available by cell phone on those days.

7. On occasion, a class may be held at a location other than the Kent at East Liverpool Campus. This is done so that we can use equipment not available at the campus (i.e. swimming pool). Students are required to attend these sessions off campus and are responsible for their own transportation.
8. Also on occasion, class time will be re-scheduled to accommodate a guest speaker, to combine lab sections, etc. We will make every effort to notify students of the changes as early as possible.

9. Due to inclement weather, classes may be cancelled and a required make-up time will be designated by the instructor of each class missed. Campus closing announcements will be on the Kent at East Liverpool website and broadcast on the following radio stations: AM – WKBN 570, WBVP 1230, WSTV 1340, WEIR 1430, WOHI 1490; FM – WRKY 103.5, WWYS 1063, WWKS 106.7; FM – 98.3, 94.9, 103.5, 104.3; or TV stations WTOV News 9 Steubenville, WFMJ 21 Youngstown, WPXI Pittsburgh.

Examination Policies

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

Students must achieve an average minimum score of 70% on all written exams, and 70% on all quizzes in order to continue in the Occupational Therapy Assistant Program. If you have an excused absent on the day of an exam, it is your responsibility to contact the instructor to make arrangements to make-up the work prior to the next scheduled class. Failure to do so will result in a zero grade for that test. In case of inclement weather and if greater than 20% of the class is absent, the exam will be re-scheduled. Remember, class will only be cancelled via Kent State University, not by the individual instructor. The final exam will be comprehensive in nature.

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

Competency Policies

Performance competencies are necessary to evaluate a student’s abilities to perform specific OT skills and techniques. The competencies will be graded on a pass/fail basis. If a student fails a particular competency on the first attempt, it may be repeated one time. If a student does not complete the competency successfully on the second attempt, he/she will fail the course. Students must pass all competencies successfully to pass the course.

Lab Practical Policies

Lab practicals will consist 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 70% and pass all critical skills (i.e. safety) to pass the lab practical. If the student’s score is below 70%, the student will be given one opportunity to repeat the lab practical in the presence of a minimum of 2 faculty or administrators. If the student receives a grade of 70% or more and passes all critical skills on the second attempt, the recorded grade will be the average of the two attempts and the student
will be allowed to progress in the course. If the score of the repeated lab practical is below 70% and/or the student does not pass all critical skills, the student will not pass the course and will not be allowed to progress in the OCAT program.

Students will be allowed the opportunity to repeat lab practicals only 2 times throughout the entire OCAT program. If a student fails a third lab practical on their initial attempt, they will not be allowed to repeat the test, and will, therefore, not pass that course, even though other failures were in a different course or semester.

Grading Policy

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

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

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

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

Plagiarism (University Policy) & Cheating

Students are required to submit their own work. Word or ideas taken from the work of another source must be acknowledged by footnotes and/or quotation marks. Plagiarism, including the work of another student, is considered cheating. The following are examples of plagiarism: turning in someone else’s work as your own, copying words or ideas from someone else without giving credit, failing to use quotation marks, giving incorrect information about the source of a quote, changing words but copying the sentence structure of a source without giving credit, submitting work from another course.

Students found violating any of these rules will:
- Will not have coursework accepted for credit and will be assigned a “0” or “F”
- Be assigned a grade of “F” for the course or dismissed from the course
- May be dismissed from the OCAT Program

If a student is found cheating on a test, he/she will:
- Receive a “0” for the test for the first offense
- Receive a “0” for the test and grade of “F” and dismissed from the course for the second offense
- Student may be dismissed from the OCAT Program
If a student is found cheating on a lab practical:

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

Professional Behavior Policy

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

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

1. **Responsibility** – Demonstrate independent initiative, consistent dependability and reliability in fulfilling responsibilities; attends to routine responsibilities, and readily assumes responsibility.

2. **Organizational Skills** – Punctual in fulfilling responsibilities and requirements of the program. Including adhering to schedules and meeting deadlines; and exhibits the ability to establish realistic priorities.

3. **Flexibility** – Effectively adjust to changes in schedules, policies and procedures, and patient and student program; ability to adjust priorities according to needs of the program and department and others.

4. **Interpersonal Skills** – Establish effective interpersonal relationships with patients and their families, staff members, students, faculty, administration and members of other disciplines. Sensitive to and considerate of others; work and relate effectively with a wide range of diagnosis and disabilities (patient’s), socio-economic backgrounds, age and ethnic groups (patients, their families, and other personnel). On and off campus.

5. **Communication Skills** – Demonstrate effective and appropriate oral and written professional communication during all encounters with others on all levels. Professional communication skills reflects being appropriate in timing, open and direct; independently initiating communications; maintaining consistent feedback to appropriate personnel; being discrete, displaying confidentiality; maintaining open lines of communication at all times.

6. **Concern for Individual Professional Development** – Receptive to guidance and regard to constructive feedback as a learning tool; actively assess, recognize and express personal need for further professional development; demonstrate interest and actively participate in continuing education activities; share professional knowledge and experience with others.

7. **Problem-Solving Abilities** – Demonstrate effective problem solving skills in approach to patient treatment and overall functioning within the department; readily identify and communicate problems affecting patient care and department functioning to appropriate individuals; maintain an open, objective attitude in assessing and confronting problem situations; appropriately act upon decisions and maintain communication and effective follow-up and feedback.

8. **Commitment** – Demonstrate a commitment to the growth and development of the department’s programs and the support of its staff and students. Offer constructive and diplomatic suggestions for changes beneficial to the department in all areas of its functioning.
Classroom and Lab Attire

It is understood that students would like to be comfortable when spending long hours in the classroom or lab situations. However, part of the OTA program education is instructing students in appropriate professional behaviors that are to be evident in the classroom as well as during fieldtrips and fieldwork experiences. Wearing the appropriate attire to class and labs are considered a professional behavior. The program does not wish to institute a uniform policy; therefore the following dress code has been established for the classroom and labs.

1. The following clothing is appropriate for the classroom or lab situations:
   a. Jeans, khakis, or scrubs are appropriate for the classroom. The waistline of pants must be high enough to cover the lower back area at all times.
   b. Shirts or polo shirts must be long enough cover the back area when bending over or reaching.
   c. Sweaters, and sweat shirts over shirts and polo shirts may be worn when the classroom is cool.
   d. In the summer, capris or long shorts (Bermuda or walking) are acceptable.

2. The following clothing is inappropriate for the classroom or lab situations:
   a. Clothing with rips or large torn out areas; including frayed pants from dragging on the ground
   b. Sweat pants
   c. Tight revealing pants
   d. Low rise sweats or jeans where underwear or skin is exposed
   e. Loose fitting and sagging pants, jeans, etc. that cause underwear to be exposed
   f. No short shorts in the summer
   g. Tank tops, camisoles, or other tops with low neck lines
   h. Thin, see through blouses or tops
   i. Hats or caps
   j. Beachwear – flip flops during lab situations
   k. Body piercings – tongue, body piercings, that are readily visible

3. Scrubs should be worn for all lab classes. If the scrub is “V” neck a camisole or additional shirt must be worn underneath.

4. When working on the upper body in the lab the neck must be freely visible. Therefore, hair must be arranged up and back if it extends over the neck.

5. Earrings that extend below the ear lobe will have to be removed during lab, as will necklaces and bracelets.

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

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

All participants in the classroom and lab are expected to act in a professional and ethical manner. Unprofessional or unethical behavior will not be tolerated. Anyone acting in such a manner will be requested to leave the lab. The lab experience is set up to mimic a clinical setting. Just as you would respect a patient’s right to confidentiality, you must also respect the confidentiality of your fellow students.
GENERAL INFORMATION

1. Any Occupational Therapy Assistant Technology Program policy is subject to change and the OTA student will be notified in writing.

2. Due to the heavy course load requirements of the OTA curriculum, students are advised to avoid a heavy work schedule while enrolled in this program.

3. Occupational Therapy Assistant Technology faculty members and the Program Director are available for conference during regularly scheduled office hours or by special appointment. Students are encouraged to discuss any course problems with their instructors. No information relative to grades, evaluations or examination items will be discussed over the telephone or through email.

4. Any course problems must first be discussed with the course instructor. If the problem cannot be resolved to the satisfaction of the instructor and the student, then a meeting will be scheduled between the parties involved and the Program Director.

5. Students may be required to take portions of this program via distance learning or web based.

6. A copy of the Occupational Therapy Code of Ethics can be found in the back of this handbook for future reference.

7. Email is the official form of communication for the OCAT program. While enrolled in the program you must maintain access to your Kent email account at all times. If you do not have a home computer you may utilize a computer at your local library or campus computer.

8. Kent State University is accredited by the North Central Association of College and Secondary Schools. The Occupational Therapy Assistant Program is fully accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 4720 Montgomery Lane, Suite 200, Bethesda, MD 20814-3449, (301) 652-AOTA, wwwacoteonline.org. Graduates of the program will be eligible to sit for the national certification exam for the occupational therapy assistant administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be a Certified Occupational Therapy Assistant (COTA). In addition, most states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination.

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

“In academic and student programs, it is the policy of this University that there shall be no unlawful discrimination against any student or applicant for admission as a student because of race, color, religion, gender, sexual orientation, national origin, handicap, or identity as a disabled veteran or veteran of the Vietnam era. Such policy shall apply to but not necessarily be limited to the following: recruiting, admission, access to programs, financial aid, and social recreational, and health programs. This policy shall be applicable to all campuses and units of the University. This policy also shall apply with reference to discrimination on a basis of age insofar as required by law.” (University Policy)

The Occupational Therapy Assistant Technology Program and Kent State University encourage applications from highly motivated and talented students from diverse backgrounds.

Student Support Services - Documented Disabilities

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

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

If a student is enrolled in a fieldwork experience, the original letter for classroom accommodations is not appropriate. If students believe they may require accommodations in order to meet these requirements or fully participate in the experience, they must meet with the Program Director, Fieldwork Coordinator, Student Disability Services Coordinator, and perhaps a representative of the institution where the student is placed so that appropriate accommodations can be investigated before the student engages in the experience and is expected to meet the various essential functions required by this program. To learn more about disability services at Kent State University at East Liverpool Campus, call the Student Disability Services Coordinator at 330-382-7431.

Academic Success Center

“The Center provides opportunities for academic development, assists students with required courses and motivates students toward successful completion of their post-secondary education.” Students need to make appointments for tutoring in subjects that they are having difficulties.

Writing Center

The Writing Center assists students in their ability to complete writing assignments at any stage during the process. Students should make appointments when services are needed.
Early Alert System

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

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

Career Services Center

The Center provides information concerning career education, employment, student employment and academic testing services. Students should make an appointment if they have any questions.

Non-Discrimination

“The University shall make such modifications in its academic requirements as are necessary to ensure that such requirements do not discriminate on the basis of handicap against a qualified handicapped applicant or student. However, requirements that the University can demonstrate as essential to the program of instruction of the student or any directly related licensing requirement, or to the physical safety of student, faculty, or staff will not be regarded as discriminatory.” (University Policy)

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

1. **Selective Admissions:** The OCAT Program has a selective admissions process that require students to demonstrate a minimum level of previous academic success, interest in the field for occupational therapy, and the essential skills, abilities, work activities, work styles, and psychomotor capabilities to be successful as a licensed Occupational Therapy Assistant.

2. **Program Progression:** Progression through the OCAT program is dependent upon facility assessment of student demonstrated affective, psychomotor and cognitive skills that meet the legal, ethical and professional standards of occupational therapy.

3. **Health & Safety:** To ensure the safety of students and patients, each student must meet minimal health and safety standards prior to participating in a fieldwork experience in a clinical setting.

4. **Fieldwork Experience:** Minimal level of competency in the 25 performance criteria of the Fieldwork Performance Evaluation.
Student Records

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 student 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 that part of the education record, which does not contain personally identifiable information, 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

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

- Name
- Local & permanent address
- Email address
- Telephone listing date & place of birth
- Date of attendance
- Major field of study
- Degrees/awards/honors
- Class standing
- High school graduated from
- Educational institutions attended
- Participations in officially recognized activities/sports
- Enrollment status

Students who wish to limit access to directory information may do so by completing the Request to Prevent Disclosure of Directory Information form may be found at the Office of the University Registrar or at http://www.registrars.kent.edu/home/FORMS/RestrInf.pdf

Mandatory Fieldwork Information

Students must provide the OCAT program with information related to their health history, immunization records, tuberculosis screening, CPR certification, and Civilian Background check. Maintaining originals/copies of this information is the student’s responsibility and students must make this information available to the fieldwork educator of the contracted clinic site upon request. Failure to provide the information will result in the student’s inability to participate in the fieldwork experience component of the OCAT Program.
STUDENT RESPONSIBILITIES

Informed Consent

Throughout the OCAT Program, students are often requested to perform occupational therapy demonstration, interventions and evaluations (collectively known as “activities”) on other students, instructors and/or patients. All persons involved in these activities are considered to be “human subjects”. Each person must accept the following responsibilities when involved in activities with human subjects.

Faculty Responsibilities

Prior to participation as a human subject or student practitioner in demonstration or evaluation, intervention, the faculty will:

1. Explain the purpose, risks and benefits of the activity.
2. Provide the opportunity for questions regarding the activity.
3. Provide an appropriate level of licensed supervision throughout the activity.
4. Respect the student’s and patient’s rights to not participate as a human subject without adverse effect to grades.

Human Subject Responsibilities

When participating as the 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

Student Practitioner Responsibilities*

When performing demonstrations, evaluations or interventions on a human subject, the student is responsible to:

1. Obtain verbal consent from the human subject.
2. Immediately terminate the activity upon any verbal or physical indication 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 human subject will prevent the student from successful completion of the OCAT program.
Medical History: Students whose medical history predisposes them to injury or possible harm are responsible for notifying the Program Director and appropriate faculty so that proper precautions may be taken to prevent harm to the student, patients or lab partners.

New Medical Conditions: In the event that a student becomes injured, ill or pregnant during matriculation in the OCAT program, the student must notify the Program Director immediately. The student is also encouraged to see a physician as soon as possible to discuss the physical demands of the academic and clinical components of the program. The student must submit documentation from the physician indicating any dates the student is restricted from full participation in the OCAT program activities. The student’s inability to participate in the OCAT program activities may result in a “Failure to Progress” as described in this Handbook.

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

Medical records: 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. Records are scanned into the KSU system and originals are returned to the student. 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 student submits the following information to the Fieldwork Coordinator on the assigned date prior to the start of classes and to the fieldwork educator at the fieldwork site on or before the first day of each affiliation. Students who need assistance in locating the appropriate community resources to fulfill these responsibilities should contact the Fieldwork Coordinator.

- Physical Examination Record – submit a physician completed/signed form
- Immunization Verification Record – documentation of the following:
  o Measles, mumps, rubella – immunity titer or vaccine
  o Chicken pox (Varicella) – immunity titer or vaccine
  o Hepatitis B – initiation of immunizations, completion, or signed waiver
  o Tetanus/Diphtheria-Tetanus Toxoid (TD) vaccine – must be within last ten (10) years
  o 2 step- Mantoux TB test and chest x-ray, if Mantoux is positive, followed by an annual 1-step Mantoux test the next year.

Basic Life Support Certification for the Health Care Provider (CPR): Certification must be current throughout each fieldwork experience. The recommended provider is the American Heart Association.

Civilian Background Check (CBC)*: Civilian Background Check (CBC)*: Provide fingerprints and pay the necessary fees to complete. If an incident is reported due to the background check, the student may have his/her background reviewed by The National Board for Certification in Occupational Therapy by requesting an early determination process. The student must submit information concerning the actual incident, copies of the official documentation related to the incident, and any other additional information the student may wish to include.
Incoming students of the Occupational Therapy Assistant Technology Program must acknowledge the mandatory federal and Civilian Background Checks that are administered with acceptance into the program. The Civilian Background Check is to be administered by the Bureau of Criminal Identification and Investigation in the Office of the Attorney General in the state of your residence. Results of these checks may limit access to clinical facilities at any time during the Occupational Therapy Assistant Program and result in the inability of the student to meet program requirements. If a student is unable to meet the requirements they cannot graduate. The federal and civilian background checks must also be administered annually while in the OCAT program and again at the conclusion of the program with results forwarded to the Ohio Occupational Therapy, Physical Therapy and Athletic Training Licensure Board in order to received state licensure or limited permit to practice.

A felony conviction may affect a student’s ability to sit for the National Board for Certification in Occupational Therapy (NBCOT) certification examination. A student who has entered the Occupational Therapy Assistant Technology Program may have his or her background reviewed prior to actually applying for the exam requesting an early determination review. In this early determination process, NBCOT may give early or prior approval to take the exam as long as the reviewed information is not found to be a violation of any of the principles of the NBCOT Code of Conduct.

Change or Address/Name Process: Any student changing his/her address, name, or phone number during the program is asked to notify the Program Director of the OCAT program as well as the general office of the change. The general office has an official change of address and name form that must be completed for this information to be changed on your University records. It is imperative that you notify both the program director and the University of any changes so you do not miss any written communications.

Malpractice/Liability Insurance Coverage: KSU provides liability insurance at no additional cost. This insurance includes professional liability, damage to the property of others, assault coverage, first-aid expenses, defendant expense benefit for lost wages, deposition representation, medical payments, legal representation, and school grievance/disciplinary hearing at various covered amounts. Liability insurance provides coverage for faculty and students in the laboratory, on campus, in laboratory educational experiences off-campus, and during students’ clinical affiliations.

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

Purpose

The purpose of the fieldwork experience is to provide occupational therapy students with the opportunity to integrate academic knowledge with application skills at progressively higher levels of performance and responsibility. The unique contributions of fieldwork experience include the opportunity to test first hand the theories and facts learned in academic study and to refine skills through client interaction under the supervision of qualified personnel. Fieldwork also provides the student with situations in which to practice interpersonal skills with patients/clients and staff and to develop characteristics essential to productive working relationships.

Supervised fieldwork experience in occupational therapy is an integral part of both the educational process and professional preparation. It is intended to complement academic preparation by offering additional opportunities for growth, for learning to apply knowledge, for developing and testing clinical skills and for validating and consolidating those functions that comprise professional competence. The goal of the educational process is to produce competent occupational therapy personnel. Upon completion of Level II Fieldwork education the student is expected to function at or above the minimum entry-level competence. Therefore, fieldwork experiences should be developed to offer opportunities for development of the necessary skills and abilities identified in the role delineation report.

Levels of fieldwork

Level I

Level I fieldwork experience includes experiences designed to complement the related didactic course for the purpose of directed observations and participation in selected field settings. These experiences are not expected to emphasize independent performance. They offer exposure in an Occupational Therapy setting in order to provide a student with some background to begin a Level II experience. Level I fieldwork rotations required in OCAT 10092—Fieldwork 1A and OCAT 20092—Fieldwork 1B. Students **MUST** pass the Level I fieldwork experience in order to be eligible for a passing grade in the courses. No part of the Level I fieldwork may be substituted for any part of Level II fieldwork.

Level II

Level II fieldwork is intended to emphasize the application of an academically acquired body of knowledge by providing the student with an in-depth “hands on” experience in delivery of occupational therapy service to patients/clients.

There are two (2) Level II fieldwork experiences, each lasting eight (8) consecutive weeks/forty hours per week, complying with the work schedule of the assigned facility. These fieldwork rotations (OCAT 20192—Clinical Applications I and OCAT 20292—Clinical Applications II) are scheduled after the coursework has been successfully completed. The student may complete Level II fieldwork in a minimum of one setting if it is reflective of more than one practice area, or in a maximum of three different settings. Level II fieldwork may be completed on a part-time basis as long as it is at least 50% or 20 hours of the full-time equivalent. After each Level II rotations, a pass/fail grade will be given for the courses.
Note: Clinical education must be successfully completed within 18 months of the didactic coursework.

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

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<th>Semester</th>
<th>Spring – 1st Year</th>
<th>Summer – 1st Year</th>
<th>Fall – 2nd Year</th>
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<td>Fieldwork Days</td>
<td>TU/FRI or TH/FRI</td>
<td>TU/FRI</td>
<td>Various days of week</td>
<td>Monday-Friday (Possible weekends)</td>
<td>Monday-Friday (Possible weekends)</td>
</tr>
<tr>
<td>Fieldwork Schedule</td>
<td>2 full days/wk for 5 weeks (10 visits)</td>
<td>2 full days/wk for 5 weeks (10 visits)</td>
<td>Students rotate through 6-7 pediatric sites in small groups; one visit per site</td>
<td>FT 5 days per week for 8 weeks following facility hours</td>
<td>FT 5 days per week for 8 weeks following facility hours</td>
</tr>
<tr>
<td>Supervision</td>
<td>Facility Supervision (can be non-OT staff)</td>
<td>Facility Supervision (can be non-OT staff)</td>
<td>Facility Supervision (can be non-OT staff)</td>
<td>Facility Supervision OT Staff</td>
<td>Facility Supervision OT Staff</td>
</tr>
</tbody>
</table>
Fieldwork Manual/Seminars

All students are required to purchase a fieldwork manual beginning spring semester of their first year. This book contains fieldwork policies and procedures, formats for various fieldwork assignments, Code of Ethics, Standards of Practice, note writing styles, and reimbursement information. Fieldwork Seminars will be conducted throughout each semester in order to prepare the student for each fieldwork experience. The student will be required to submit written assignments to the academic fieldwork coordinator in addition to the clinical experience and the theory course assignments.

Location of Fieldwork Sites

Students may NOT contact facilities as a potential fieldwork site. This is a job function of the Academic Fieldwork Coordinator. If you have a facility in mind, please see the Fieldwork Coordinator. This is necessary to ensure that proper development of the placement site occurs and also to prevent miscommunication.

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

Students may not be placed in a facility due to the following circumstances: 1.) facility where a relative is employed in the same department or unit, 2.) facility where a Level I fieldwork experience was completed, 3.) facility where student has worked in the past or is working, and 4.) facility where an immediate family member is a resident, an enrolled student, or is receiving services.

Pediatric settings are considered a specialty area in occupational therapy; therefore a recommendation from faculty is required before being placed in this pediatric setting for the first Level II fieldwork experience.

Attendance Policy for Fieldwork

1. All students are required to make up clinical time that they miss. Make up hours are arranged between the student, Fieldwork Coordinator and the site’s Fieldwork Educator. Depending on the site’s availability, this time may be made up by the student coming in early, staying late, and attending fieldwork on weekends, or on campus holidays if the fieldwork site is open. Students who are absent from group fieldwork sessions, may be assigned an additional assignment. Students who have not completed all required fieldwork days or make-up work by the end of the semester will receive a grade of “In Progress” or “F” depending on the circumstances.

2. If you are going to be late or absent from the clinical area you must call the Fieldwork Educator at the facility and the Academic Fieldwork Coordinator at KSUEL at least one (1)
hour prior to your scheduled time to begin. If you are going to be late, please indicate when you will arrive so assignments can be re-arranged if necessary.

3. Under certain circumstances, OCAT students are required to attend fieldwork on days when classes are not in session. These circumstances occur on scheduled or unscheduled campus closures or on days when classes are cancelled, but the campus remains open.

4. Specific days
   a. Second year OCAT students begin their fieldwork rotation 1-2 weeks prior to the start of the spring semester, with a one week break between the two Level II rotations, and concludes one week prior to commencement.
   b. Second year OCAT students must attend fieldwork on Martin Luther King, Presidents’ Day & Good Friday, if the facility is open. The Academic Fieldwork Coordinator must be notified of any changes in the schedule.
   c. OCAT students are to use their judgment as to whether or not they can safely arrive at their fieldwork site in inclement weather. If they cannot safely arrive at their assigned site, they are to follow proper calling off procedures (notify the site and the Fieldwork Coordinator) and must arrange to make up the missed time. Many students live and/or attend fieldwork sites that are a significant distance from campus, including out of state. Students should respond to the specific weather conditions at their home and fieldwork site.

Clinical Hours

ACOTE standards specify Level II fieldwork is “a minimum of 16 weeks’ full-time.” Since students are assigned two different sites, we require each placement to be 8 weeks full time.

Students are required to make the necessary arrangements to be able to travel and participate in the clinic hours of their assigned FWE. Facility hours vary greatly with some settings scheduling patients earlier or later in the day. Students must be available and present during those hours. We ask facilities to limit the student’s work hours to a maximum of forty hours per week. If the FWE and student are scheduled to work a weekend, the student should be provided time off during the week to compensate or be allowed to end the experience a day or so earlier. If a FWE works 10 hour days, the student, FWE, and AFWC must agree on a schedule that meets the minimum requirements of the fieldwork experience and is acceptable to all parties. Days and hours should be a discussion between the FWE and the student prior to the start of the fieldwork experience.
OCCUPATIONAL THERAPY ASSOCIATIONS

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

AOTA – American Occupational Therapy Association

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

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

OOTA – Ohio Occupational Therapy Association

The mission of the Ohio Occupational Therapy Association is to promote the profession of Occupational Therapy, address professional issues and advance the practice of occupational therapy on a state level. It is located with the Warren/Youngstown district.

Advantages of being an OOTA member:
- Monthly newsletters
- Library of books, videos, tapes and other materials
- Discounts for OOTA sponsored conferences, along with credits required for licensure
- Listing of state wide job opportunities

** Membership application for both associations is available from the Program Director.
OTHER ACTIVITIES

SOTA - Student Occupational Therapy Assistant Club

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

A club due is paid once a year at a $5.00 cost. All students are required to attend a minimum of four meetings per year and participate in a minimum of two events/fundraisers per year. Being an active member of the SOTA Club is a vital part to your professional growth.

Student OCAT Program Representative

This student serves on the OCAT Advisory Board and participates in OCAT Departmental meetings for one full year beginning in December of the student’s first year in the OCAT Program. Students nominate a classmate who best demonstrates the desired attributes. The top ranked student will be offered the appointment. Attributes expected of the Student OCAT Program Representative are as follows:

1. Academic excellence
2. Active in the SOTA Club
3. Consistently respectful with instructors and peers
4. Consistently demonstrates excellent abilities in communication and interpersonal skills, time management and are responsible
5. Is a positive and supportive mentor/role model for classmates
6. Embraces the vision of excellence at KSUEL by offering positive feedback and constructive criticism to the OTA department with the goal of improving the program
7. Attend Student Government meetings

Student Awards

At the end of the 4th semester, two awards are granted by the OCAT faculty and the KSUEL Campus.

1. **Outstanding Academic Award**  
   This award is given during the Annual Wall of Fame and Honors Banquet approximately one week prior to graduation. The second year student’s cumulative grade point average at Kent State University is the only consideration.

2. **Outstanding Academic Service Award**  
   This award is given during the Annual Wall of Fame and Honors Banquet approximately one week prior to graduation. All SOTA Club members are considered based on their service to the club and the campus, special consideration is given to the club officers.
PREAMBLE
The American Occupational Therapy Association (AOTA) *Occupational Therapy Code of Ethics and Ethics Standards (2010)* ("Code and Ethics Standards") is a public statement of principles used to promote and maintain high standards of conduct within the profession. Members of AOTA are committed to promoting inclusion, diversity, independence, and safety for all recipients in various stages of life, health, and illness and to empower all beneficiaries of occupational therapy. This commitment extends beyond service recipients to include professional colleagues, students, educators, businesses, and the community. Fundamental to the mission of the occupational therapy profession is the therapeutic use of everyday life activities (occupations) with individuals or groups for the purpose of participation in roles and situations in home, school, workplace, community, and other settings. “Occupational therapy addresses the physical, cognitive, psychosocial, sensory, and other aspects of performance in a variety of contexts to support engagement in everyday life activities that affect health, well being, and quality of life” (AOTA, 2004). Occupational therapy personnel have an ethical responsibility primarily to recipients of service and secondarily to society.

The *Occupational Therapy Code of Ethics and Ethics Standards (2010)* was tailored to address the most prevalent ethical concerns of the profession in education, research, and practice. The concerns of stakeholders including the public, consumers, students, colleagues, employers, research participants, researchers, educators, and practitioners were addressed in the creation of this document. A review of issues raised in ethics cases, member questions related to ethics, and content of other professional codes of ethics were utilized to ensure that the revised document is applicable to occupational therapists, occupational therapy assistants, and students in all roles.

The historical foundation of this Code and Ethics Standards is based on ethical reasoning surrounding practice and professional issues, as well as on empathic reflection regarding these interactions with others (see e.g., AOTA, 2005, 2006). This reflection resulted in the establishment of principles that guide ethical action, which goes beyond rote following of rules or application of principles. Rather, **ethical action** it is a manifestation of moral character and mindful reflection. It is a commitment to benefit others, to virtuous practice of artistry and science, to genuinely good behaviors, and to noble acts of courage.

While much has changed over the course of the profession’s history, more has remained the same. The profession of occupational therapy remains grounded in seven core concepts, as identified in the *Core Values and Attitudes of Occupational Therapy Practice* (AOTA, 1993): altruism, equality, freedom, justice, dignity, truth, and prudence. **Altruism** is the individual’s ability to place the needs of others before their own. **Equality** refers to the desire to promote fairness in interactions with others. The concept of **freedom** and personal choice is paramount in a profession in which the desires of the client must guide our interventions. Occupational therapy practitioners, educators, and researchers relate in a fair and impartial manner to individuals with whom they interact and respect and adhere to the applicable laws and standards regarding their area of practice, be it direct care, education, or research (**justice**). Inherent in the practice of occupational therapy is the promotion and preservation of the individuality and **dignity** of the client, by assisting him or her to engage in occupations that are meaningful to him or her regardless of level of disability. In all situations, occupational therapists, occupational therapy assistants, and students must provide accurate information, both in oral and written form (**truth**). Occupational therapy personnel use their clinical and ethical reasoning skills, sound judgment, and reflection to make decisions to direct them in their area(s) of practice (**prudence**). These seven core values provide a foundation by which occupational therapy personnel guide their interactions with others, be they students, clients, colleagues, research participants, or communities. These values also define the ethical principles to which the profession is committed and which the public can expect.

The *Occupational Therapy Code of Ethics and Ethics Standards (2010)* is a guide to professional conduct when ethical issues arise. Ethical decision making is a process that includes awareness of how the outcome
will impact occupational therapy clients in all spheres. Applications of Code and Ethics Standards Principles are considered situation-specific, and where a conflict exists, occupational therapy personnel will pursue responsible efforts for resolution. These Principles apply to occupational therapy personnel engaged in any professional role, including elected and volunteer leadership positions.

The specific purposes of the *Occupational Therapy Code of Ethics and Ethics Standards (2010)* are to:

1. Identify and describe the principles supported by the occupational therapy profession.
2. Educate the general public and members regarding established principles to which occupational therapy personnel are accountable.
3. Socialize occupational therapy personnel to expected standards of conduct.
4. Assist occupational therapy personnel in recognition and resolution of ethical dilemmas.

The *Occupational Therapy Code of Ethics and Ethics Standards (2010)* define the set of principles that apply to occupational therapy personnel at all levels:

DEFINITIONS
- **Recipient of service:** Individuals or groups receiving occupational therapy.
- **Student:** A person who is enrolled in an accredited occupational therapy education program.
- **Research participant:** A prospective participant or one who has agreed to participate in an approved research project.
- **Employee:** A person who is hired by a business (facility or organization) to provide occupational therapy services.
- **Colleague:** A person who provides services in the same or different business (facility or organization) to which a professional relationship exists or may exist.
- **Public:** The community of people at large.

BENEFICENCE

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

Beneficence includes all forms of action intended to benefit other persons. The term *beneficence* connotes acts of mercy, kindness, and charity (Beauchamp & Childress, 2009). Forms of beneficence typically include altruism, love, and humanity. Beneficence requires taking action by helping others, in other words, by promoting good, by preventing harm, and by removing harm. Examples of beneficence include protecting and defending the rights of others, preventing harm from occurring to others, removing conditions that will cause harm to others, helping persons with disabilities, and rescuing persons in danger (Beauchamp & Childress, 2009).

**Occupational therapy personnel shall:**

A. Respond to requests for occupational therapy services (e.g., a referral) in a timely manner as determined by law, regulation, or policy.
B. Provide appropriate evaluation and a plan of intervention for all recipients of occupational therapy services specific to their needs.
C. Reevaluate and reassess recipients of service in a timely manner to determine if goals are being achieved and whether intervention plans should be revised.
D. Avoid the inappropriate use of outdated or obsolete tests/assessments or data obtained from such tests in making intervention decisions or recommendations.
E. Provide occupational therapy services that are within each practitioner’s level of competence and scope of practice (e.g., qualifications, experience, the law).
F. Use, to the extent possible, evaluation, planning, intervention techniques, and therapeutic equipment that are evidence-based and within the recognized scope of occupational therapy practice.
G. Take responsible steps (e.g., continuing education, research, supervision, training) and use careful judgment to ensure their own competence and weigh potential for client harm when generally recognized standards do not exist in emerging technology or areas of practice.

H. Terminate occupational therapy services in collaboration with the service recipient or responsible party when the needs and goals of the recipient have been met or when services no longer produce a measurable change or outcome.

I. Refer to other health care specialists solely on the basis of the needs of the client.

J. Provide occupational therapy education, continuing education, instruction, and training that are within the instructor’s subject area of expertise and level of competence.

K. Provide students and employees with information about the Code and Ethics Standards, opportunities to discuss ethical conflicts, and procedures for reporting unresolved ethical conflicts.

L. Ensure that occupational therapy research is conducted in accordance with currently accepted ethical guidelines and standards for the protection of research participants and the dissemination of results.

M. Report to appropriate authorities any acts in practice, education, and research that appear unethical or illegal.

N. Take responsibility for promoting and practicing occupational therapy on the basis of current knowledge and research and for further developing the profession’s body of knowledge.

NONMALEFICENCE

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

*Nonmaleficence* imparts an obligation to refrain from harming others (Beauchamp & Childress, 2009). The principle of non-maleficeance is grounded in the practitioner’s responsibility to refrain from causing harm, inflicting injury, or wronging others. While beneficence requires action to incur benefit, non-maleficeance requires non-action to avoid harm (Beauchamp & Childress, 2009). Nonmaleficence also includes an obligation to not impose risks of harm even if the potential risk is without malicious or harmful intent. This principle often is examined under the context of *due care*. If the standard of due care outweighs the benefit of treatment, then refraining from treatment provision would be ethically indicated (Beauchamp & Childress, 2009).

**Occupational therapy personnel shall:**

A. Avoid inflicting harm or injury to recipients of occupational therapy services, students, research participants, or employees.

B. Make every effort to ensure continuity of services or options for transition to appropriate services to avoid abandoning the service recipient if the current provider is unavailable due to medical or other absence or loss of employment.

C. Avoid relationships that exploit the recipient of services, students, research participants, or employees physically, emotionally, psychologically, financially, socially, or in any other manner that conflicts or interferes with professional judgment and objectivity.

D. Avoid engaging in any sexual relationship or activity, whether consensual or nonconsensual, with any recipient of service, including family or significant other, student, research participant, or employee, while a relationship exists as an occupational therapy practitioner, educator, researcher, supervisor, or employer.

E. Recognize and take appropriate action to remedy personal problems and limitations that might cause harm to recipients of service, colleagues, students, research participants, or others.

F. Avoid any undue influences, such as alcohol or drugs, which may compromise the provision of occupational therapy services, education, or research.

G. Avoid situations in which a practitioner, educator, researcher, or employer is unable to maintain clear professional boundaries or objectivity to ensure the safety and well-being of recipients of service, students, research participants, and employees.
H. Maintain awareness of and adherence to the Code and Ethics Standards when participating in volunteer roles.
I. Avoid compromising client rights or well-being based on arbitrary administrative directives by exercising professional judgment and critical analysis.
J. Avoid exploiting any relationship established as an occupational therapist or occupational therapy assistant to further one’s own physical, emotional, financial, political, or business interests at the expense of the best interests of recipients of services, students, research participants, employees, or colleagues.
K. Avoid participating in bartering for services because of the potential for exploitation and conflict of interest unless there are clearly no contraindications or bartering is a culturally appropriate custom.
L. Determine the proportion of risk to benefit for participants in research prior to implementing a study.

AUTONOMY AND CONFIDENTIALITY

Principle 3. Occupational therapy personnel shall respect the right of the individual to self-determination.
The principle of autonomy and confidentiality expresses the concept that practitioners have a duty to treat the client according to the client’s desires, within the bounds of accepted standards of care and to protect the client’s confidential information. Often autonomy is referred to as the self-determination principle. However, respect for autonomy goes beyond acknowledging an individual as a mere agent and also acknowledges a “person’s right to hold views, to make choices, and to take actions based on personal values and beliefs” (Beauchamp & Childress, 2009, p. 103). Autonomy has become a prominent principle in health care ethics; the right to make a determination regarding care decisions that directly impact the life of the service recipient should reside with that individual. The principle of autonomy and confidentiality also applies to students in an educational program, to participants in research studies, and to the public who seek information about occupational therapy services.

Occupational therapy personnel shall
A. Establish a collaborative relationship with recipients of service including families, significant others, and caregivers in setting goals and priorities throughout the intervention process. This includes full disclosure of the benefits, risks, and potential outcomes of any intervention; the personnel who will be providing the intervention(s); and/or any reasonable alternatives to the proposed intervention.
B. Obtain consent before administering any occupational therapy service, including evaluation, and ensure that recipients of service (or their legal representatives) are kept informed of the progress in meeting goals specified in the plan of intervention/care. If the service recipient cannot give consent, the practitioner must be sure that consent has been obtained from the person who is legally responsible for that recipient.
C. Respect the recipient of service’s right to refuse occupational therapy services temporarily or permanently without negative consequences.
D. Provide students with access to accurate information regarding educational requirements and academic policies and procedures relative to the occupational therapy program/educational institution.
E. Obtain informed consent from participants involved in research activities, and ensure that they understand the benefits, risks, and potential outcomes as a result of their participation as research subjects.
F. Respect research participant’s right to withdraw from a research study without consequences.
G. Ensure that confidentiality and the right to privacy are respected and maintained regarding all information obtained about recipients of service, students, research participants, colleagues, or employees. The only exceptions are when a practitioner or staff member believes that an individual
is in serious foreseeable or imminent harm. Laws and regulations may require disclosure to appropriate authorities without consent.

H. Maintain the confidentiality of all verbal, written, electronic, augmentative, and non-verbal communications, including compliance with HIPAA regulations.

I. Take appropriate steps to facilitate meaningful communication and comprehension in cases in which the recipient of service, student, or research participant has limited ability to communicate (e.g., aphasia or differences in language, literacy, culture).

J. Make every effort to facilitate open and collaborative dialogue with clients and/or responsible parties to facilitate comprehension of services and their potential risks/benefits.

SOCIAL JUSTICE

Principle 4. Occupational therapy personnel shall provide services in a fair and equitable manner.

Social justice, also called distributive justice, refers to the fair, equitable, and appropriate distribution of resources. The principle of social justice refers broadly to the distribution of all rights and responsibilities in society (Beauchamp & Childress, 2009). In general, the principle of social justice supports the concept of achieving justice in every aspect of society rather than merely the administration of law. The general idea is that individuals and groups should receive fair treatment and an impartial share of the benefits of society. Occupational therapy personnel have a vested interest in addressing unjust inequities that limit opportunities for participation in society (Braveman & Bass-Haugen, 2009). While opinions differ regarding the most ethical approach to addressing distribution of health care resources and reduction of health disparities, the issue of social justice continues to focus on limiting the impact of social inequality on health outcomes.

Occupational therapy personnel shall:

A. Uphold the profession’s altruistic responsibilities to help ensure the common good.

B. Take responsibility for educating the public and society about the value of occupational therapy services in promoting health and wellness and reducing the impact of disease and disability.

C. Make every effort to promote activities that benefit the health status of the community.

D. Advocate for just and fair treatment for all patients, clients, employees, and colleagues, and encourage employers and colleagues to abide by the highest standards of social justice and the ethical standards set forth by the occupational therapy profession.

E. Make efforts to advocate for recipients of occupational therapy services to obtain needed services through available means.

F. Provide services that reflect an understanding of how occupational therapy service delivery can be affected by factors such as economic status, age, ethnicity, race, geography, disability, marital status, sexual orientation, gender, gender identity, religion, culture, and political affiliation.

G. Consider offering pro bono (“for the good”) or reduced-fee occupational therapy services for selected individuals when consistent with guidelines of the employer, third-party payer, and/or government agency.

PROCEDURAL JUSTICE

Principle 5. Occupational therapy personnel shall comply with institutional rules, local, state, federal, and international laws and AOTA documents applicable to the profession of occupational therapy.

Procedural justice is concerned with making and implementing decisions according to fair processes that ensure “fair treatment” (Maiese, 2004). Rules must be impartially followed and consistently applied to generate an unbiased decision. The principle of procedural justice is based on the concept that procedures and processes are organized in a fair manner and that policies, regulations, and laws are followed. While the law and ethics are not synonymous terms, occupational therapy personnel have an ethical responsibility
to uphold current reimbursement regulations and state/territorial laws governing the profession. In addition, occupational therapy personnel are ethically bound to be aware of organizational policies and practice guidelines set forth by regulatory agencies established to protect recipients of service, research participants, and the public.

**Occupational therapy personnel shall:**

A. Be familiar with and apply the Code and Ethics Standards to the work setting, and share them with employers, other employees, colleagues, students, and researchers.

B. Be familiar with and seek to understand and abide by institutional rules, and when those rules conflict with ethical practice, take steps to resolve the conflict.

C. Be familiar with revisions in those laws and AOTA policies that apply to the profession of occupational therapy and inform employers, employees, colleagues, students, and researchers of those changes.

D. Be familiar with established policies and procedures for handling concerns about the Code and Ethics Standards, including familiarity with national, state, local, district, and territorial procedures for handling ethics complaints as well as policies and procedures created by AOTA and certification, licensing, and regulatory agencies.

E. Hold appropriate national, state, or other requisite credentials for the occupational therapy services they provide.

F. Take responsibility for maintaining high standards and continuing competence in practice, education, and research by participating in professional development and educational activities to improve and update knowledge and skills.

G. Ensure that all duties assumed by or assigned to other occupational therapy personnel match credentials, qualifications, experience, and scope of practice.

H. Provide appropriate supervision to individuals for whom they have supervisory responsibility in accordance with AOTA official documents and local, state, and federal or national laws, rules, regulations, policies, procedures, standards, and guidelines.

I. Obtain all necessary approvals prior to initiating research activities.

J. Report all gifts and remuneration from individuals, agencies, or companies in accordance with employer policies as well as state and federal guidelines.

K. Use funds for intended purposes, and avoid misappropriation of funds.

L. Take reasonable steps to ensure that employers are aware of occupational therapy’s ethical obligations as set forth in this Code and Ethics Standards and of the implications of those obligations for occupational therapy practice, education, and research.

M. Actively work with employers to prevent discrimination and unfair labor practices, and advocate for employees with disabilities to ensure the provision of reasonable accommodations.

N. Actively participate with employers in the formulation of policies and procedures to ensure legal, regulatory, and ethical compliance.

O. Collect fees legally. Fees shall be fair, reasonable, and commensurate with services delivered. Fee schedules must be available and equitable regardless of actual payer reimbursements/contracts.

P. Maintain the ethical principles and standards of the profession when participating in a business arrangement as owner, stockholder, partner, or employee, and refrain from working for or doing business with organizations that engage in illegal or unethical business practices (e.g., fraudulent billing, providing occupational therapy services beyond the scope of occupational therapy practice).

**VERACITY**

Principle 6. Occupational therapy personnel shall provide comprehensive, accurate, and objective information when representing the profession.
Veracity is based on the virtues of truthfulness, candor, and honesty. The principle of veracity in health care refers to comprehensive, accurate, and objective transmission of information and includes fostering the client’s understanding of such information (Beauchamp & Childress, 2009). Veracity is based on respect owed to others. In communicating with others, occupational therapy personnel implicitly promise to speak truthfully and not deceive the listener. By entering into a relationship in care or research, the recipient of service or research participant enters into a contract that includes a right to truthful information (Beauchamp & Childress, 2009). In addition, transmission of information is incomplete without also ensuring that the recipient or participant understands the information provided. Concepts of veracity must be carefully balanced with other potentially competing ethical principles, cultural beliefs, and organizational policies. Veracity ultimately is valued as a means to establish trust and strengthen professional relationships. Therefore, adherence to the Principle also requires thoughtful analysis of how full disclosure of information may impact outcomes.

**Occupational therapy personnel shall:**

A. Represent the credentials, qualifications, education, experience, training, roles, duties, competence, views, contributions, and findings accurately in all forms of communication about recipients of service, students, employees, research participants, and colleagues.

B. Refrain from using or participating in the use of any form of communication that contains false, fraudulent, deceptive, misleading, or unfair statements or claims.

C. Record and report in an accurate and timely manner, and in accordance with applicable regulations, all information related to professional activities.

D. Ensure that documentation for reimbursement purposes is done in accordance with applicable laws, guidelines, and regulations.

E. Accept responsibility for any action that reduces the public’s trust in occupational therapy.

F. Ensure that all marketing and advertising are truthful, accurate, and carefully presented to avoid misleading recipients of service, students, research participants, or the public.

G. Describe the type and duration of occupational therapy services accurately in professional contracts, including the duties and responsibilities of all involved parties.

H. Be honest, fair, accurate, respectful, and timely in gathering and reporting fact-based information regarding employee job performance and student performance.

I. Give credit and recognition when using the work of others in written, oral, or electronic media.

J. Not plagiarize the work of others.

**FIDELITY**

**Principle 7. Occupational therapy personnel shall treat colleagues and other professionals with respect, fairness, discretion, and integrity.**

The principle of fidelity comes from the Latin root fidelis meaning loyal. Fidelity refers to being faithful, which includes obligations of loyalty and the keeping of promises and commitments (Veatch & Flack, 1997). In the health professions, fidelity refers to maintaining good-faith relationships between various service providers and recipients. While respecting fidelity requires occupational therapy personnel to meet the client’s reasonable expectations (Purtilllo, 2005), Principle 7 specifically addresses fidelity as it relates to maintaining collegial and organizational relationships. Professional relationships are greatly influenced by the complexity of the environment in which occupational therapy personnel work. Practitioners, educators, and researchers alike must consistently balance their duties to service recipients, students, research participants, and other professionals as well as to organizations that may influence decision-making and professional practice.
Occupational therapy personnel shall

A. Respect the traditions, practices, competencies, and responsibilities of their own and other professions, as well as those of the institutions and agencies that constitute the working environment.

B. Preserve, respect, and safeguard private information about employees, colleagues, and students unless otherwise mandated by national, state, or local laws or permission to disclose is given by the individual.

C. Take adequate measures to discourage, prevent, expose, and correct any breaches of the Code and Ethics Standards and report any breaches of the former to the appropriate authorities.

D. Attempt to resolve perceived institutional violations of the Code and Ethics Standards by utilizing internal resources first.

E. Avoid conflicts of interest or conflicts of commitment in employment, volunteer roles, or research.

F. Avoid using one’s position (employee or volunteer) or knowledge gained from that position in such a manner that gives rise to real or perceived conflict of interest among the person, the employer, other Association members, and/or other organizations.

G. Use conflict resolution and/or alternative dispute resolution resources to resolve organizational and interpersonal conflicts.

H. Be diligent stewards of human, financial, and material resources of their employers, and refrain from exploiting these resources for personal gain.

References

Authors: Ethics Commission (EC): Kathryn Reed, PhD, OTR, FAOTA, MLIS, Chairperson; Barbara Hemphill, DMin, OTR, FAOTA, FMOTA, Chair-Elect; Ann Moodey Ashe, MHS, OTR/L; Lea C. Brandt, OTD, MA, OTR/L; Joanne Estes, MS, OTR/L; Loretta Jean Foster, MS, COTA/L; Donna F. Homenko, RDH, PhD; Craig R. Jackson, JD, MSW; Deborah Yarett Slater, MS, OT/L, FAOTA, Staff Liaison; Adopted by the Representative Assembly 2010CApr17.

# Program Requirement Sheet 2014 – 2016

**Occupational Therapy Assistant Technology Program**

**Associate of Applied Science Degree**

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credit Hours</th>
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**Related Courses**

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**General Studies Courses**

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**TOTAL REQUIREMENTS:** 69