

KENNEBEC VALLEY COMMUNITY COLLEGE



OCCUPATIONAL THERAPY ASSISTANT PROGRAM

Student Handbook (Updated 2023)

Welcome to each of you,

The OTA Faculty is pleased to welcome you into the Occupational Therapy profession and into the Occupational Therapy Assistant program at KVCC. The course of study you have chosen is a challenging yet rewarding one. We each want you to know that we are here to teach, mentor, correct, encourage, support, cheerlead, and guide you in this process.

We hope you find the next 21 months filled with exciting, unique, and life changing learning experiences.

Congratulations and best of luck!!!

Kara and John

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INTRODUCTION

This handbook is written for the students enrolled in the Occupational Therapy Assistant (OTA) program at Kennebec Valley Community College. It is to be used in conjunction with the KVCC student handbook and KVCC College Course Catalog. It is designed to answer purpose, policy, and procedural questions that might arise during the course of student life while enrolled in this program. Because it is designed for you, the student, we hope that you will share your input with the OTA faculty to help ensure the usefulness of this booklet.

The OTA faculty provides students with a caring, but stimulating environment in which to learn, live and thrive. We are focused on each student's success. We believe that to care for others that you make the commitment first to care for you—mind, body and spirit.

Respect, teamwork, and collaboration between students and students, students and faculty, and students, faculty, and fieldwork educators are among the valued components of the program. Remember, we as faculty will commit to giving you an excellent education but you are the person in charge of your learning.

FACULTY INFORMATION

Kara Weisher, MOT, OTR/L
OTA Program Director
King Hall, Room 115A
kweisher@kvcc.me.edu
453-5023

John Krasnavage, BA, COTA/L, MHRT/C
Academic Fieldwork Coordinator
King Hall, Room 115A
Jkrasnavage@kvcc.me.edu
453-5172

KVCC OTA PROGRAM WEBSITE

Home: <http://www.kvcc.me.edu/Pages/Occupational-Therapy-Assistant/Occupational-Therapy-Assistant-Home>

Important Information: www.kvcc.me.edu/Pages/Occupational-Therapy-Assistant/important-information

KVCC INSTITUTION WIDE INFORMATION:

KVCC HISTORY

KVCC was organized in 1969 by the 104th Maine Legislature and first classes began in the fall of 1970, with 35 full-time and 131 part-time students. Since then, KVCC has undergone many changes and has grown to an enrollment of over 2,500 full and part-time students enrolled in credit courses on average. In addition, KVCC offers a comprehensive schedule of continuing education courses and business and industry outreach programs.

The College is accredited by the [New England Commission of Higher Education](#) (NECHE); the Accreditation Council for Business Schools and Programs; the Maine Board of Emergency Medical Services; the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM); the Commission on Accreditation of Allied Health Programs on recommendation of the Medical Assisting Education Review Board; the Maine State Board of Nursing; the National League for Nursing Accrediting Commission; the Accreditation Council for Occupational Therapy Education; the Commission on Accreditation in Physical Therapy Education of the American Physical Therapy Association; the Joint Review Committee on Education in Radiologic Technology (JRCERT); North American Board of Certified Energy Practitioners (NABCEP); and the National Institute for Metalworking Skills (NIMS) Inc.

KVCC MISSION STATEMENT

Kennebec Valley Community College prepares students to achieve their educational, professional, and personal goals in a supportive environment inspired by shared values of responsibility, integrity, and respect.

<https://www.kvcc.me.edu/about-kvcc/history-mission/>

KVCC VISION STATEMENT:

For our Institution:

To be recognized as a leader in educational excellence and innovation in Maine.

For our graduates:

To utilize their education and knowledge for productive and responsible citizenship.

KVCC Values:

- Integrity
- Excellence in teaching
- Emerging Technology
- A student-centered environment
- Diversity
- Intellectual inquiry
- A culture of civility, cooperation, and collegiality
- A welcoming atmosphere for all newcomers
- A strong work ethic
- Creation of opportunities for self-fulfillment and life-long learning
- Personal Wellness

ACCREDITATION INFORMATION:

KVCC is accredited by:

Commission on Institutions of Higher Learning
New England Association of Schools and Colleges (NEASC)
209 Burlington Road
Bedford, MA 01730-1433
781-271-0022
www.cihe@neasc.org

KVCC POLICIES:

Please see the KVCC student handbook or About KVCC on the homepage, open this, then open consumer information for a full disclosure of KVCC Policies.

STUDENT CODE OF CONDUCT

Please find and read this document in the KVCC student handbook or view in the KVCC website [Policy-501-Student-Code-of-Conduct.pdf \(me.edu\)](#)

SEXUAL HARRASSMENT

Please find and read this information in the KVCC Student handbook or on the KVCC website [Policy-202-Sexual-Harrassmant.pdf \(me.edu\)](#) and the Sexual Harassment Procedure [Procedure-202.2-Title-IX-Sexual-Harassment-Procedure.pdf](#)

POLICY ON ACADEMIC DISHONESTY

Please find and read this information in the KVCC website at <http://www.kvcc.me.edu/CMSContent/Policies/Policy2.27.pdf>

ACADEMIC GRIEVANCE

Please see the KVCC Student handbook for more information regarding grievance policy and procedure.

TOBACCO POLICY

Please make yourself aware of KVCC's Tobacco policy, please see the KVCC Student handbook for more information. All students must follow the Tobacco Policy on campus and the tobacco policies at all fieldwork sites. KVCC is a tobacco free campus.

WEAPONS ON CAMPUS

Please see the KVCC Student handbook for more information

EMERGENCY PREPAREDNESS [Campus Safety & Security - KVCC \(me.edu\)](#)

The OTA program complies with all KVCC safety policies. All faculty and students are required to read, understand and abide by KVCC's "Lock Down" policy and Emergency Evacuation policy and procedures. [ERT 1Page Overview.pdf \(me.edu\)](#)

CAMPUS CLOSINGS

Available with the current student resources, under safety and wellness are closings and cancellations. You can also sign up for notifications in the KV ap.

HIPAA and FERPA

FERPA

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

[Non Discrimination Policy & FERPA - KVCC \(me.edu\)](http://www.kvcc.me.edu/Non-Discrimination-Policy-FERPA)

HIPAA and Students - What you NEED TO KNOW. . .

As a student performing duties you may have access to the protected health information (PHI) of patients/clients. The fact that an individual is or was a patient/client is PHI.

Federal and state laws, including HIPAA and facility's policies and procedures protect the privacy and security of this PHI.

It is illegal for you to use or disclose PHI outside of the scope of your student duties/role at any facility. This includes oral, written, or electronic uses and disclosures.

GUIDELINES FOR THE USE OF PHI

- ▶ You may use PHI as necessary to carry out your student duties.
 - ▶ You may share PHI with other health care providers at the site for intervention purposes.
 - ▶ You may NOT photocopy PHI.
 - ▶ You may not photograph patients/clients.
 - ▶ You must access only the minimum amount of PHI necessary to care for a patient/client to carry out your assignment.
 - ▶ You may NOT record PHI (such as names, diagnoses, dates of birth, addresses, phone numbers, social security numbers, etc.) on any assignments you need to bring back to the classroom.
 - ▶ You may only access the PHI of patients/clients for whom you are caring when there is a need for the PHI.
 - ▶ Be aware of your surroundings when discussing PHI. For example: it is not acceptable to discuss PHI in elevators, bathrooms, cafeterias, other public places. You never know who is listening.
 - ▶ When disposing of any documents with PHI, do NOT put them into a waste can or recycle bin. All PHI must be shredded.
 - ▶ If you have any questions about the use or disclosure of PHI ask your supervisor.
 - ▶ Faculty at KVCC is not automatically privy to PHI that you access on service learning or fieldwork.
- There are civil and criminal penalties for the breach of unauthorized use and disclosure of PHI.

INDIVIDUALS WITH DISABILITIES

The College is committed to assisting qualified individuals with disabilities to achieve their educational goals in accordance with Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act of 1990. While the College is ready to provide reasonable accommodations, students are responsible to request accommodations as soon as they become aware of the need. Documentation of the disability and the need for the requested accommodation must be provided. Please review the Americans with Disabilities Act (ADA) policy index at <http://www.kvcc.me.edu/Pages/General/ADA>.

STUDENTS WITH DISABILITIES (2022)

Kennebec Valley Community College welcomes students with disabilities, and in accordance with state and federal laws, KVCC is committed to assisting students with disabilities to achieve their educational goals.

If you have a Disability and wish to request accommodation(s), you must:

Contact Disability Services at disability@kvcc.me.edu and provide current, appropriate documentation from a qualified professional of a disability and make a timely request for accommodation.

Once approved for accommodations, you will be provided a letter requesting accommodation for your faculty. Accommodations will not be provided until the faculty member receives this letter. This letter is created with Disability Services and is supported by the documentation of stated disability.

Counseling Services are available to students free of charge.

NOTICE OF NON-DISCRIMINATION

Kennebec Valley Community College does not discriminate as proscribed by federal and/or state law on the basis of actual or perceived race, color, ancestry or religion, national origin, sex, sexual orientation, including gender identity or expression, disability, age, familial status, genetic information, disability or Vietnam era veteran status in specified programs and activities. Inquiries about the College's compliance with, and policies that prohibit discrimination on, these bases may be directed to:

Affirmative Action Officer/Title IX Coordinator

CJ McKenna – Dean of Student Affairs

Enrollment Services Center, Frye Building, Fairfield Campus

92 Western Avenue, Fairfield, ME 04937-1367

Telephone: (207)453-5019

Maine Relay Service: 800-457-1220

E-mail: adeanofstudents@kvcc.me.edu

Internet: <https://www.kvcc.me.edu>

and/or

United States Department of Education for Civil Rights

33 Arch Street, Suite 900

Boston, MA 02110

Telephone: (617)289-0111

TTY/TDD: (617)289-0063

Fax: (617)289-0150

E-mail: OCR.Boston@ed.gov,

Internet <http://www.ed.gov/about/offices/list/ocr/index.html?src=oc>

and/or

Maine Human Rights Commission (MHRC)

51 State House Station

Augusta, ME 04333-0051

Telephone:(207)624-6050

TTY/TDD: (207)624-6064

Fax: (207)624-6063

Internet: <http://www.state.me.us/mhrc/index.shtml>

and/or

Equal Employment Opportunity Commission

475 Government Center

Boston, MA 02203

Telephone: (617)565-3200 or 1(800)669-4000

TTY: (617)565-3204 or 1(800)669-6820

Fax: (617)565-3196

Internet: <http://www.eeoc.gov/>

[Non Discrimination Policy & FERPA - KVCC \(me.edu\)](#)

CRITICAL INCIDENT REPORT

Any directly observed action or inaction by a student which jeopardizes the physical and/or emotional safety of another student, client, or other personnel will result in the filing of a Critical Incident Report by the instructor or Fieldwork Supervisor. All Critical Incident Reports will be reviewed by the Academic Fieldwork Coordinator, the Program Director and the Academic Dean. This review process may result in the student being placed on probation for the remainder of the school year or dismissal from the program.

ACCIDENTAL INSURANCE

All Allied Health students are required to have accidental insurance. It is included in your program costs. You may sign a waiver identifying your own insurance coverage. Waiver forms are available in the Business office.

Any accident/injury incurred on campus or on fieldwork must be reported to KVCC immediately.

PROFESSIONAL LIABILITY INSURANCE

Malpractice insurance is required by the College for all students in the health-related programs. This is a group policy with coverage to a limit of \$1 million per incident to a maximum of \$3 million per year. Coverage must be maintained through all semesters in which the student is enrolled.

Students should note that coverage is in force **ONLY** when acting as a student, and will **NOT** cover any aide, volunteer, service learning or paid positions held by the student.

GRADUATION AND TRANSCRIPT REQUESTS

Students graduating are required to complete a graduation application by the middle of March. Please make sure to be aware of this as graduation approaches.

Students requiring academic transcripts for any purpose (NBCOT, Licensure, Academic Institution change, etc.) can contact Enrollment services (207) 453-5134 or submit in person at the Enrollment Services Center in the Frye Building. Transcripts can also be requested on line through a 3rd party vendor – Parchment. [Transcript Request - KVCC \(me.edu\)](#) There is a transcript fee for each request.

KVCC OTA PROGRAM INFORMATION

OTA Program Mission (2023)

The mission of the Occupational Therapy Assistant Program is to prepare students to become competent Occupational Therapy Assistants who will provide Maine with a cadre of qualified and dedicated occupational therapy practitioners to assist its citizens in achieving independence, wellness, and quality of life while maintaining individual choice, human dignity, and personal satisfaction.

OTA Philosophy Statement (2023)

Major Tenets:

1. Humans are unique occupational beings.
2. The program recognizes and values diverse backgrounds, lives, and experiences of all students.
3. Meaningful occupation is the core of Occupational Therapy practice.
4. People impact and change their lives through:
 - intrinsic and extrinsic motivation
 - participation and engagement in occupation
 - through integration and application of learning
5. Education promotes clinical reasoning and integrates professional values, ethics, skills, and theoretical constructs.
6. The teaching/learning process is a dynamic transaction and is done through experimentation, practice/ repetition, and feedback.
7. Being, belonging, and becoming are essential to the successfully enculturating new members into Occupational Therapy profession.
8. OTA education is:
 - an integration of formal and informal learning experiences.
 - multifaceted: individual, social, and cultural.
 - the process by which we acquire our professional identity.

9. OT mentors must promote passion for OT to help form thinkers, doers, and effective communicators.
10. Professional education prepares students to assist future clients to achieve health, wellbeing, and participation in life's occupations.

The philosophy of the Occupational Therapy Assistant Program is consistent with and informed by the Philosophical Base of Occupational Therapy (2017)* and the Philosophy of Occupational Therapy Education Statement (2018).

*Rescinded by AOTA in 2022, no current replacement documentation available.

The Philosophy of the OTA Program at KVCC is an integrated perspective. It is grounded in Occupational Therapy principles, guided by the Model of Human Occupation, and the Quality of Life Framework, and cultivated by the wisdom of philosopher and educator John Dewey.

We expect this educational experience to be evolutionary. We view human beings as holistic and unique entities who are able to impact and change their lives through intrinsic motivation, engagement and participation, and through continuous integration and adaptation. We value the concepts of mindfulness, integrity, commitment, and choice while promoting the importance of being, belonging, and becoming.

The domain of Occupational Therapy is Occupation and the “just right fit” between humans, their occupations, and contexts. We acknowledge this “fit” as integral to the educational process. Education is seen as a lifelong process which integrates individual experience, the academic process, and social connectedness. Learning is done through experimentation, practice, feedback, and support. Faculty strongly espouse the import of meaning supporting the learning process.

The OTA faculty is committed to the belief that meaningful occupation is at the core of Occupational Therapy practice. We see health and wellness on a continuum and view individuality, belonging, and collaboration as tools to support (becoming) the socialization process into Occupational Therapy practice. We believe in creating a safe, respectful, and participatory learning environment to promote creative problem solving and critical thinking.

OTA Program Vision (2023)

We envision all occupational therapy assistants (OTA), who are educated at KVCC, to be respected professionals, dedicated to person-centered interventions using cultural humility. We see OTAs as leaders and advocates who are creative problem solvers, effective communicators, passionate practitioners, and logical thinkers ready to address Maine's occupational health needs of the present and future. Occupational Therapy Assistants will continue to be vibrant and valued partners in the Maine healthcare/wellness community ready to navigate as occupational therapy partners in a changing world.

OTA Curriculum Design



ACCREDITATION INFORMATION

The Occupational Therapy Assistant Program is accredited by:

Accreditation Council for Occupational Therapy Education (ACOTE)
6116 Executive Boulevard, Suite 200,
North Bethesda, MD 20852-4929.
(301)652-2682
www.acoteonline.org

ADMISSIONS POLICY

The OTA Program accepts twenty (22) students every fall. A potential OTA student must be in good standing, as defined by KVCC, for acceptance. Prospective students must complete all prerequisites prior to acceptance. Prerequisites are published on the KVCC OTA website and may also be viewed in the KVCC college catalog. All students are required to attend an accepted student night orientation.

Each student will be assigned an OTA faculty Advisor once accepted into the program, generally this advisor is the OTA Program Director.

The OTA faculty recommends that all applicants study for the TEAS-*V* by using the study guide.

OTA PROGRAM OF STUDY

The OTA program is designed to be a 2-year program. General education courses are taken concurrently with OTA courses. Another option is for students to take their general education courses prior to entering the OTA program. All general education classes must be taken before, or concurrent with the core OTA courses as listed in the Program of Study. All OTA courses must be taken in the following order (see Program of Study). You must get a “C” or better in ALL courses to progress in the program.

PROGRAM OF STUDY

FIRST YEAR – 1st Semester

	credit hours
* OTS101 Introduction to Occupational Therapy & Human Occupation	7
BIO213 Anatomy & Physiology I.	4
ENG101 College Composition	3
PSY101 Introduction to Psychology	3

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FIRST YEAR – 2nd Semester

* OTS103 Functional Kinesiology	3
* OTS104 Interpersonal Skills for the Practicing Allied Health Professional.....	1
* OTS 110 Occupational Therapy for Adults with Physical Disabilities I.....	3
*OTS122 Occupational Therapy with Children and Youth.....	4
BIO214 Anatomy & Physiology II	4
PSY215 Developmental Psychology	3

3

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SUMMER SESSION – 5 weeks

* OTS105 OTA Fieldwork Education I	2
* OTS107 Assistive Technology & O.T. Practice	1
* OTS109 Group Process	1
COM104 Introduction to Communication	3

SECOND YEAR – 1st Semester

* OTS201	Practice Environments Seminar	2
* OTS210	Occupational Therapy for Adults with Physical Disabilities	4
* OTS216	Occupational Therapy with Special Populations	2
* OTS222	Psychosocial Aspects of Occupational Therapy across the Life Span	5
SOC101	Introduction to Sociology	3
		16

SECOND YEAR – 2nd Semester

* OTS206	OTA Fieldwork Education II - A 🐼 8 weeks	
F/T	6
* OTS208	OTA Fieldwork Education II - B 🐼 8 weeks F/T	6
		12

TOTAL CREDITS 70

* Core OTA Courses

ACADEMIC STANDARDS POLICIES AND PROCEDURES**Grading Requirements**

See specific course syllabi for grading criteria and classroom expectations.

Graduation Requirements

Please see KVCC's graduation requirement at <http://www.kvcc.me.edu/CMSContent/Policies/Policy2.20.pdf> on the website, in addition to the OTA Program's requirement below.

All students must complete all courses with a "C" or better and satisfactorily complete the Objectives and Competencies (listed below) and the Essential Performance Skills of the OTA curriculum:

OBJECTIVES AND COMPETENCIES NEEDED FOR GRADUATION

Upon completion of the program the students will be able to:

1. understand healthcare and health concepts.
2. understand the importance of the philosophical base of OT.
3. define the profession and relate its history.
4. delineate roles of an OTA/OT.
5. understand that occupation is the focus of OT practice.
6. define, articulate and differentiate between the concepts of activity, purposeful activity, occupation, participation, and engagement.
7. define and demonstrate knowledge of occupational performance, including its components.
8. describe the Model of Human Occupation and other theoretical models used by OT practitioners.
9. demonstrate appreciation for the individual's perception of quality of life, wellbeing, and occupation to promote health and prevent injury and disease.
10. demonstrate familiarity with occupational therapy intervention theories that frame treatment of persons with psychosocial disabilities.
11. demonstrate familiarity with occupational therapy intervention theories that frame treatment of persons with physical disabilities.

12. demonstrate familiarity with occupational therapy intervention theories that frame treatment of persons with developmental disabilities.
13. demonstrate familiarity with OT intervention theories of elder care.
14. demonstrate how race, class, gender, and culture influence the OCCUPATIONAL THERAPY process.
15. demonstrate awareness of the cultural, racial, gender, and age components within occupational choice.
16. demonstrate skill in recognizing the importance of context/environment on occupation.
17. examine all contexts, including the cultural context of disability, and its effect on occupational performance.
18. examine the constructs of cultural competence and health literacy in health care and demonstrate competence.
19. understand and appreciate the role occupation plays in the promotion of wellness and the prevention of disease and disability.
20. analyze an occupation using basic uniform terminology and concepts of OT Practice Framework.
21. learn, teach, grade, and adapt an occupation.
22. identify barriers which may impair occupational performance and explore how the environment can be used to promote occupational competence.
23. perform environmental assessment and adaptation typical of OTA practice.
24. demonstrate competence in the safe execution of basic clinical skills.
25. describe the major psychiatric/behavioral diagnoses and their influence on occupational performance for the individual, family, and society.
26. describe the major physically disabling conditions and their influence on occupational performance for the individual, family, and society.
27. describe the major developmentally disabling conditions and their influence on occupational performance throughout the lifespan for the individual, family, and society.
28. articulate the roles and functions of the occupational therapy assistant in each practice environment.
29. identify the components of the OCCUPATIONAL THERAPY process in all areas of occupational therapy practice.
30. gather data for evaluation using assessment skills typical of practice by COTAs in all practice settings.
31. formulate general therapeutic outcomes under proper supervision and within guidelines.
32. demonstrate an awareness of the impact of culture, gender, race, and age on selection of intervention techniques.
33. demonstrate competence in the selection and execution of culturally relevant, gender, race, and age appropriate intervention skills that maximize occupational function of all individuals.
34. plan and implement a therapeutic occupational group.
35. plan and implement therapeutic occupations that are culturally relevant, gender, race, and age appropriate.
36. understand and demonstrate therapeutic use of self, creating an environment which maximizes client responses.
37. fabricate adaptive equipment and basic splints.
38. demonstrate knowledge and capacity to assess and access assistive technology for clients.
39. participate in termination and discharge planning for clients under appropriate supervision.
40. communicate professionally using clear, concise, and consistent methods.
41. record and communicate the results of health care programming.
42. assist with the referral of clients to appropriate resources.
43. demonstrate reliable work habits.
44. demonstrate effective professional communication skills (verbal/nonverbal/ written) necessary for practice.
45. initiate effective communication with faculty and supervisors and give critical rationale for choices.
46. establish meaningful and comfortable relationships with clients.
47. establish effective collaborative and cooperative relationships with staff and be able to function as a member of an interprofessional health care team.
48. demonstrate good judgment in seeking assistance, responding to feedback, and conducting him/herself ethically and with necessary courtesy and attitudes in client and staff relationships.
49. assist the OT with evaluation, program planning, intervention, quality assurance, and service management.
50. use the library to conduct limited literature reviews and scholarly research.
51. understand the significance of research relative to professional practice.
52. understand and adhere to the Occupational Therapy Code of Ethics.

53. understand the relationship of the OCCUPATIONAL THERAPY Code of Ethics and OCCUPATIONAL THERAPY Standards of Practice, et al.
54. understand basic procedures for management of facility and space, capital and operating budgets, manpower, and purchasing of equipment and supplies.
55. participate in the management process involved in the delivery of OT services and quality assurance.
56. demonstrate familiarity and appreciation for NBCOT certification and licensure demands.
57. demonstrate creative problem solving and critical thinking in all duties and roles of the entry level OTA.
58. perform all OTA duties and roles commensurate with learning and identified OTA scope of practice.

PROGRAM GOALS:

Educational Outcomes:

Upon successful completion of the Occupational Therapy Assistant program, a graduate is expected to:

1. Successfully pass the National Board for Certification in Occupational Therapy (NBCOT) exam.
2. Demonstrate the use of professional values consistent with the American Occupational Therapy Association Core Values and Ethics Statements, that allow them to function ethically and responsibly by demonstrating tolerance and respect for diversity of culture, age, gender, and ability.
3. Demonstrate effective communication with clients, families, supervisors, and other members of their work environment using cultural competence.
4. Employ critical thinking, logic, critical analysis, problem solving, and creativity within their scope of professional practice.
5. Participate in lifelong learning and professional competency activities as they relate to occupational therapy practice and professional choices.
6. Demonstrate entry level competence as an Occupational Therapy assistant.

Curriculum Goals

The OTA program at KVCC provides students with technical knowledge and skills and promotes the facilitation of professionalism in order that graduates may be competent OT professionals. These outcomes will be evidenced as graduates:

1. Enter the Occupational Therapy profession prepared to work competently at entry level of practice.
2. Are eligible for certification by the NBCOT.
3. Are eligible for licensure by the State of Maine and/or chosen state of practice.
4. Incorporate values and attitudes congruent with the profession's standards and ethics into practice.
5. Provide occupational therapy services with necessary supervision in collaboration with occupational therapists and members of the health care community.
6. Implement a variety of effective communication skills when interacting with peers, clients, family members, and other health care providers.
7. Utilize individual creativity, problem solving, critical thinking and clinical reasoning skills in all OT transactions and interventions.
8. Employ meaningful, culturally relevant, age suitable occupation as the focus of practice.
9. Articulate and promote awareness and understanding of the profession of Occupational Therapy and the Occupational Therapy Assistant's role within the profession to individuals with varied knowledge of the profession.
10. Assume responsibility for continued learning and skills development in Occupational Therapy practice to maintain service competency & currency with best practice.
11. Participate in the evaluation, planning, and implementation and outcome satisfaction under the supervision of an OT.
12. Participate in a systematic, ongoing evaluation of the OTA program to ensure quality of education.
13. Promote health, wellbeing, and participation in life through engagement in occupation for all people who have or are at risk of developing an illness, disability, condition or restriction in occupational performance.

ESSENTIAL PERFORMANCE SKILLS for PROGRESSION in the OTA PROGRAM

The KVCC OTA program believes the following essential performance skills are necessary to ensure quality education for all OTA students and safety for prospective clients. It is important to note that Academic Skills vary from Lab and Fieldwork Skills. The performance criteria are different in academic and lab/fieldwork arenas. These are explained within each syllabus/course activity. Lab and FW skills are based on skill performance as determined in each course syllabi.

The following essential performance skills are required of ALL students in the OTA program. ALL students must possess these, and like abilities, and must be able to demonstrate them. Students using accommodations/compensatory techniques/tools must be able to demonstrate these skills safely, accurately, effectively, with competence, and professionalism. *This list is not intended to be exhaustive.*

All essential performance skills will be assessed on a P/F basis throughout the student's tenure in the OTA program. If any student is unable to demonstrate competency in any of the above essential performance skills he/she may not progress in the program.

The KVCC OTA Faculty believes that the ability to:

- Think critically
- Use emotional/social intelligence and effective communication in all transactions
- Demonstrate persistence and resiliency
- Be ethical in behavior

are all required for success to fulfill the role of a competent occupational therapy practitioner.

Please note that each FW site determines the essential skills needed to keep their clients safe. All students must demonstrate these required skills on FW I and II.

Cognitive Skills:

The student must:

1. understand, conceptualize and apply information (academically, socially and clinically) in a timed and/or un-timed environment
2. problem solve effectively as a situation demands
3. prioritize information for proper decision making
4. generalize information for effective use
5. use critical thinking and reasoning when assessing/using information
6. comprehend and follow instructions independently (both verbal and written)
7. follow multiple step (4 or more) directions independently
8. attend and focus for extended periods of time
9. interpret information from varied sources independently (oral, written, diagrams, etc.)
10. make well informed decisions

Sensory Skills:

The student must be able to:

Use vision, hearing, touch/palpation and physical orientation to others for the purpose of demonstrating adequate safety skills, basic clinical skills (including observation, screening and assessment) and noting necessary supervisory needs.

Physical/Mobility:

The student must:

1. use necessary functional mobility for required tasks, including FW travel
2. use adequate strength/coordination to perform gross/fine motor tasks
3. successfully perform and instruct various basic clinical techniques (transfers, ADLs, etc.)
4. deliver information in a clear, concise, succinct, and consistent fashion
5. perform simple and repetitive tasks as needed, independently
6. perform complex and varied tasks as needed, independently
7. move about the environment intentionally in the presence of others.

Interpersonal/Behavioral Communications:

The student must:

1. consistently demonstrate emotional intelligence and therapeutic qualities with level of OTA learning
2. demonstrate that they can manage their emotional health for full use of their intellectual abilities
3. communicate effectively and clearly with others (i.e.-active listening, verbal, nonverbal, in writing);
4. use therapeutic communication autonomously (attend, listen, clarify, explain, facilitate);
5. adjust communication for intended audiences
6. accept and carry out responsibility for detailed, complex tasks
7. function independently and as part of a group/team
8. perform all required lab skills in the presence of peers and faculty
9. lead and follow, as required
10. communicate effectively, in all contexts, using accurate verbal and written techniques for all necessary academic and clinical tasks
11. relate to others beyond giving and receiving instruction
12. explain self clearly and support personal/professional actions
13. be confidential (use proprietary information properly)
14. overtly convey respect and appreciation for diversity and differences

Professional Skills:

The student must:

1. continuously conduct self in accordance with all KVCC Standards, Student Code of Conduct, and the AOTA Code of Ethics
2. maintain poise and flexibility with spontaneous changes and in stressful or changing conditions
3. maintain composure in time compressed and performance-based situations
4. identify personal learning needs
5. use effective personal management (including time and resources) and organizational skills
6. demonstrate effective self- awareness and control
7. discuss suitable topics in class/lab and at breaks
8. be on time with attendance, assignments, and projects
9. manage personal issues
10. maintain a work pace suitable to a given workload
11. assume responsibility for own actions, without assistance
12. assume initiative and responsibility for learning in all learning environments
13. modify behavior in response to feedback from peers/instructors
14. participate in the OTA Program as an adult learner

Environmental Context:

The student must:

1. work around and with others effectively
2. use technology functionally
3. manage exposure to environmental demands (including dust, fumes, odors, allergies, human and non-human factors) etc.

4. understand and apply knowledge regarding the risk of exposure to infectious agents, secretions, and bodily fluids in all environments
 5. comply with KVCC policies/OTA lab policies regarding workplace safety
 6. use proper techniques (as stated in OTA lab policy manual) when using supplies, equipment, and technology
 7. understand and follow all environmental patterns and changes
- * All Essential Performance Skills will be assessed through student self- assessment, peer assessment and/or OTA Faculty assessment throughout each semester. P/F criteria are used. If Faculty determines that a student is not demonstrating performance in any of the above Essential Performance Skills, he/she may not be able to progress in the OTA program.

OTA PROGRAM GRADING CRITERIA CLARIFICATION

Grading Scale: The KVCC OTA Program abides by KVCC's grading scale. Please see KVCC Course Catalog for more information.

- A: Excellent work
- B: Above average work/ very good work
- C: Acceptable, satisfactory work; work met the minimum standard
- D: Poor work
- F: Unacceptable work

Grading Rubric:

The faculty of the OTA program desire to be consistent in assigning grades while providing for flexibility and creativity for both faculty and students. While no grading system is perfect, our faculty experience has prompted us to develop the following as a general guideline for all courses. These guidelines should help to designate "A" work from "B" work. Plus (+) and minus (-) may also be incorporated into the grade at the instructor's discretion.

For a Grade of "A," (100%) the following elements must be present:

Technical

1. All assignments are word processed or typewritten (unless otherwise determined).
2. All aspects of the assignment are complete and on time.
3. All questions are answered thoroughly, using critical analysis, in complete sentences, except for bulleted items.
4. Responses are grammatically correct
5. Responses indicate proof-reading that eliminates spelling and punctuation errors.

Logical

1. Ideas flow logically into one another
2. Detailed examples to support responses are evident.
3. Critical thinking/evaluation of material is revealed.
4. Responses are presented in a reflective, structured and logical manner.

Reflective

1. Reflection on the writer's experience is evident.
2. Evidence of the writer being thoughtful and responsive of specific situations
3. Supplemental resources, reading materials, and personal experiences are integrated into responses.
4. The writer provides periodic evidence of original, creative thinking with synthesis and analysis.

For a Grade of "B," (75%) the following elements must be present:

Technical

1. All assignments are word processed or typewritten and are passed in on time.
2. All questions have a well-designed answer
3. Most questions are answered thoroughly in complete sentences, except for bulleted items.
4. The majority of responses are grammatically correct.
5. Responses indicate proof-reading that eliminates all but a few spelling and punctuation errors.

Logical

1. Most of the responses are presented logically and sequentially.
2. Most responses have some detailed information with periodic examples.
3. Critical thinking/evaluation of material is developing
4. Most responses are presented in a structured and logical manner

Reflective

1. Many, but not all, sections show evidence that the writer has gone beyond repetition of course content by including application to the classroom.

For a Grade of "C," (50%) the following elements must be present:

Technical

1. Most assignments are word processed or typewritten.
2. Most assignments are passed in on a timely basis.
3. Answers are complete 50% of the time.
4. Responses are grammatically correct 50% of the time.
5. Responses have correct spelling and punctuation 50% of the time.

Logical

1. Responses are presented logically 50% of the time.
2. Responses are sequential 50% of the time.
3. Responses demonstrate a basic structure and logical thought.

Reflective

1. Responses show evidence that the writer has basic knowledge of course content and/or capacity to apply concepts learned 50% of the time.

GRADING RUBRIC FOR PARTICIPATION

All OTA courses have specific participation requirements delineated in their syllabus. This rubric is meant to be a guide for those requirements. Please refer to each individual syllabus for point classification. The following scale will be used for all core OTA courses:

- A = Student attends class regularly, actively engages in class bringing relevant information to the discussion (daily)
A-/B+ = Student attends class regularly, occasionally participates in class asking pertinent questions (weekly)
B = Student attends class regularly with limited participation/unprepared
B- = Student attends class, appears distracted, late 5 plus minutes
C = Student phones instructor prior to class if late or absent (excused – i.e.: emergency situations, unavoidable circumstances)
D = Student phones instructor (or leaves message with classmate) after class begins; is late or absent (unexcused – i.e.: doctor's appointment, alarm clock dysfunction, traffic snarl, dog ate my homework, etc.)
F = Student does not phone, is late or absent (unexcused) regularly

PROFESSIONALISM RUBRIC

Professionalism is participation in a profession whilst using specific techniques, attributes, and ethics of that profession.

All students in the OTA program are viewed as Occupational Therapy professionals at a student level. This designation requires students to demonstrate professional behavior during the entire OTA program (academic, fieldwork, and social/campus arenas). See Professionalism Criteria and Essential Performance Skills. The following scale will be used for all OTA students. Students who are unable to satisfactorily demonstrate professionalism on campus may not be qualified for fieldwork assignments.

- A = Student always (100%) demonstrates professionalism in academics, fieldwork, and in campus/social activities
B = Student often (75%) demonstrates professionalism in academics, fieldwork, and in campus/social activities.
C = Student sometimes (50%) demonstrates professionalism in academics, fieldwork, and in campus/social activities.
C- = Student needs regular prompts to demonstrate (50%) professionalism in academics, fieldwork and in campus/social activities.

ESSENTIAL PERFORMANCE SKILLS RUBRIC

P = Student uses all essential skills effectively & commensurate with learning level.

F = Student does not use essential skills effectively and commensurate with learning level.

(Faculty determined)

If the OTA student cannot effectively meet the Essential Performance Skills, they may not be able to move on through the program. The OTA Faculty will determine this.

MINIMAL PASSING GRADES

A grade of C (73%) or above or “P” (Pass) must be maintained in all courses. The following courses are graded on the PASS/FAIL system with criteria listed in each syllabus:

OTS105

OTS107

OTS109

OTS206

OTS208

BRIGHTSPACE AND SERVICE LEARNING

KVCC uses Brightspace as its internet interfacing tool and the OTA program uses this technology in its curriculum.

The OTA program uses Service Learning to support student learning.

Service Learning is a method of teaching and learning that strives to integrate academic instruction, critical reflective thinking, and experiential activity. Many OTA courses have Service Learning components. Service Learning is not volunteering and is an out of class activity in the OTA program.

LATE ASSIGNMENT POLICY

The Late Assignment Policy for each OTA course is stated on each syllabus. It is the student’s responsibility to be aware of each policy. Any late work will be penalized according to individual syllabus. Late work is also judged by Essential Performance Skills criteria.

OTA PROGRAM DISMISSAL POLICY

Students who either receive a grade lower than “C” or a failing grade in any course will be academically dismissed from the OTA program. This does not mean that you are necessarily dismissed from the college (see college dismissal policy). Students may appeal once to re-enter the program on probationary status. The appeal must occur immediately after the dismissal for probationary status. Students who are academically dismissed a second time or get below a “C” in two or more courses within one semester, are not eligible for probationary status nor are they able to continue in the OTA program. Students are academically dismissed a second time may reapply to the OTA program but cannot re-appeal. Probationary status is based on availability.

Appeal Process:

1. The student must appeal in writing to the OTA Program Director no later than one week following receipt of dismissal letter from KVCC.
2. The Academic Dean and OTA Program Director will determine whether the student petitioning for probationary status will be granted the requested status.
3. Students may appeal once to re-enter the program on probationary status. (see above)

OTS 206 and 208 are separate courses. If for any reason a student is unsuccessful in either FW II experience(s) they will be placed on probationary status and must repeat the FW experience in the same practice environment. A

student may repeat an unsuccessful FW only ONCE. If a student fails both OTS206 and OTS208 -they will be dismissed from the OTA Program. *If a student fails OTS206 he/she may formally appeal to make another attempt. This does not affect his/her progression in OTS 208*

Any student who does not consistently demonstrate the Essential Performance Skills (as determined by Faculty, Adjunct instructors, and/or fieldwork educators) at any time in the program progression, regardless of numerical score or criteria pass, may not progress through the OTA program.

Inactive Status

If there is more than a one semester lapse between “a dismissal appeals to return on probationary status” students must re-apply to the program under the general admissions procedures. The student must comply with the current admissions requirements for the program.

WITHDRAWAL POLICY

Students who withdraw from the program in good academic standing for academic or other reasons may apply defer from the program within one academic year by following this procedure:

1. The student must meet with their faculty advisor, program director, and a representative of student services, if desired.
2. Appropriate withdrawal forms must be completed and signed by all individuals involved.
3. Options for completion of the program will be developed by the program director, faculty advisor, student services representative, and student.
4. Any student accepting this option is required to appraise OTS101. The schedule will be determined by the OTA Program Director and the student. If the student does not follow through with the determined process, they will not move on in the OTA program. Appraisal for any OTA course is highly recommended and may be required depending on circumstances.

Students granted probationary status will be placed in a part time completion option. *The following is the basic part-time option protocol:*

1. OTA (OTS) courses passed with a “C” or better will not necessarily have to be repeated except for mandatory appraisal of OTS101. This will be decided on a case-by-case basis depending on student learning needs.
 2. Students are strongly advised to appraise all OTA core (OTS) courses previously taken to maintain currency in OT profession.
- * *An appraisal in the OTA program is defined as making arrangements with OTA faculty to regularly attend suggested courses as scheduled. This decision must be followed. The student must enroll and “audit” the appraised class.*

This option is granted on a space available basis as class size is limited to 22 students. If requests outnumber the available spaces, the date of the earliest written request will be selected.

After one year from withdrawal, re-entry will not be automatically considered. The student must reapply for admission to the program.

READMISSIONS POLICY

Readmission into the OTA program is not guaranteed. Students who are accepted to re-process through the OTA program must be prepared to:

1. Evaluate their initial performance for readiness: academically, emotionally and clinically;
2. Determine areas of improvement and how to build skills necessary to be successful in their second attempt;
3. Develop a plan of action (including re-integration plan and/or updating courses) based on this assessment; attainable goals, and timeline.
4. Share the success plan of action with the OTA faculty;
5. Co- sign the success plan with the faculty;
6. Follow through on the remediation/re-integration plan and;
7. Complete the KVCC formal protocol

This plan of action will be kept in the student's file.

Any student who fails out of the OTA program and wishes to re-apply must do so within one (1) academic year and must:

1. Be in good academic standing
2. Formally re-apply meeting all admissions prerequisites (exempting job shadows).
3. Meet with the OTA faculty to develop a remediation plan for success. This plan will be secured in the OTA faculty office in the student's file.

RE-INTEGRATION PLAN

The OTA program follows a Re-Integration Plan into the OTA Program for students who fall out of rotation due to life circumstances, academic/FW failures, and/ or immunization currency failures, etc. Students must be in good academic standing, as defined in the KVCC catalog, to apply for readmission on a probationary status by following this procedure:

Academic Coursework

Students must:

- Develop an action plan with OTA faculty/advisor. The action plan must include a method for changing the outcome. The OTA faculty and the student will create and review this plan together. When approved this action plan will be signed by all parties.
- Audit a class in the semester coursework that precedes the class that they are to take/retake. For example, if OTS210 needs to be repeated, then OTS110 will be audited during the spring semester to assist with skill development to support their reentry into OTS210.
- All immunizations, CPR and fingerprinting, and background check information must be kept current while re-integration occurs. Some students will not have KVCC email available to them during these times or access to Complio. All students must be prepared to share contact information to stay in communication with OTA faculty during these times. Initiation is the responsibility of the student.

Formal Course Audit (theory + lab components)

This audit is conducted to ensure that the student's skills and knowledge are maintained. There is a charge of 33% tuition per credit to audit a class. There is no evaluation for this formal course audit.

If the failure occurs in semester two of the first year, the student will be required to sit in a formal course audit of OTS 101. Lab and open lab audits are automatically required. Theory audit is designed to meet each student's needs. Students can choose to appraise any course successfully completed in the spring semester, the following year to keep abreast of changes in the profession.

Fieldwork Re-integration

Fieldwork I

Any student who is unsuccessful on Fieldwork I will not be able to move forward in the OTA program. They will be required to sit in a formal course audit of OTS 104 and any other courses deemed needed. Course audits are designed to meet each student's needs. Students may choose to audit any course successfully completed in the spring semester of the following year but are not obligated to.

Fieldwork II

Any student who is unsuccessful on Fieldwork II will:

1. Develop an action plan during the semester to be reviewed and created in collaboration with Academic Fieldwork Coordinator (AFWC) and fieldwork supervisor. The AFWC is the individual who will approve the action plan. When approved, this action plan will be signed by both parties.
2. If action plan goals are not met before the end of the placement, a formal course audit of the class which carries the burden of information at the fieldwork site (example: Intellectual/Developmental Disabilities is a module in OTS216, Pediatrics is OTS 122) is required.
3. Students are strongly encouraged to work with first year students in labs/open labs and to shadow an OT practitioner in the practice environment in question.
4. Students unsuccessful in fieldwork placements for behavioral/professional instances may be dismissed from the program (see *professional skills*).

OTA faculty view each student as an individual with unique strengths, personal experiences, and needs. Fieldwork re-integration or dismissal decisions are made on a case-by-case basis by KVCC with input from the fieldwork educator, OTA faculty, and student

All immunizations, CPR, fingerprinting, and background check information must be kept current while re-integration occurs. Some students will not have KVCC email available to them during these times. All students must be prepared to share contact information to stay in communication with OTA faculty during these times. Initiation is the responsibility of the student.

OTA GRIEVANCE POLICY

Please find the KVCC policy, upon which this policy is based, on the KVCC website. Grievances and Complaints are filed in the secure OTA Faculty office file. A duplicate is in the individual student's file.

Academic Grievance

When a question or difference arises between a faculty member and a student concerning a final grade, the following procedure will be followed:

1. The student must **FIRST** make an appointment and **meet with the faculty member involved** to discuss the action, bringing any relevant materials such as course outline, originals or copies of papers, lab reports, themes and examination grades.
2. The "next steps" process is outlined in the KVCC website in the student handbook.

OTA PROGRAM CONFLICT RESOLUTION AND PROGRAM GRIEVANCES

Any student or member of the community at large may file a complaint concerning the KVCC OTA program.

CONFLICT RESOLUTION:

The OTA student has a right to file a complaint and/or seek conflict resolution re: OTA Faculty.

PROCEDURE:

1. The student will speak directly with the person to whom the complaint is being directed.
2. If the problem is not resolved at the student/faculty level, the student should take the matter to the OTA Program Director.
3. If the problem cannot be resolved at the department level, the student has a right to request a meeting with the KVCC Academic Dean.

KVCC Academic Dean
Kennebec Valley Community College
92 Western Avenue
Fairfield, ME 04937
(207) 453-5000

GRIEVANCE AGAINST PROGRAM

The OTA student or member of the community at large has a right to file a grievance against the OTA program.

PROCEDURE:

The OTA student or community member will contact the KVCC Academic Dean. The grievance shall be registered in writing to:

KVCC Academic Dean
Kennebec Valley Community College
92 Western Avenue
Fairfield, ME 04937
(207) 453-5000

If the complaint involves allegations of discrimination under federal laws such as Title IX and Section 504, the complaint shall be registered verbally or in writing to:

Affirmative Action Officer and/or ADA Compliance Officer
Kennebec Valley Community College
92 Western Avenue
Fairfield, ME 04937
(207) 453-5000

The request/complaint must be registered in writing throughout each step of the procedure.
All formal complaints will be investigated within (30) days.

OTA ATTENDANCE POLICY

Demonstration of: Professionalism; Reliability and Responsibility; Effective Communication; Accountability and Initiation Skills

The OTA Program believes that regular and prompt attendance at each class session is extremely important in demonstrating the above professional skills. It is also our belief that excessive absenteeism or tardiness reflects a student's attitude regarding these above mentioned skills. Therefore, Faculty cannot provide you with a quality education or reference if you are not present.

Generally, students are expected to attend each class, be responsible for accessing all materials pertaining to the class and knowing about all announcements/schedule changes made in class, assignments due dates, etc.

If you are unable to attend a class, for any reason, you **must** contact the course instructor (not a classmate) no later than the day before class; otherwise it will be considered an unexcused absence and will be reported as such. This includes all sections of each lecture/lab. Lecture and lab are equal components to each OTA class. It is of the faculty discretion for students to arrange virtual attendance for classes if sickness prevents physical attendance.

The OTA program recognizes that sometimes there are circumstances, illness/events/emergencies which are extenuating. For absences of this type, the instructor will consider the mitigating situation and offer alternate options for engagement. A student may access lecture virtually with special permission from instructor and, at least, 24 hours advanced notice when faculty and student are able.

This policy is intended to be a general overview. All OTA syllabi have unique attendance policies supporting the coursework, timeframes, and standards. Each student must be aware of the attendance policy for EACH class.

Attendance at all scheduled classes, including labs, orientations, and lunch meetings is expected and absences are strongly discouraged. In accordance with College policy, attendance will be taken at each class and lab. Attendance is the responsibility of the student. Responsible attendance is a critical element in the essential skills profile.

If the total number of absences is extensive (2 or more classes/course), legitimate or not, it may be impossible for a student to meet the objectives of the course. In such instances the instructor may dismiss the student from the course.

A student has three (3) academic days to appeal the assessment of an absence. The appeal must be made in writing to the instructor/program director.

If you are absent on a presentation, project, examination/quiz day, you **must** contact the course instructor regarding this absence **PRIOR** to the in-class activity. It is the student's responsibility to work out a time with the instructor for a make-up test. This must be done by the **next academic calendar** day. If you do not contact your instructor regarding rescheduling, you will receive a zero for the required work. If you miss a group/team project or presentation you will not receive the apportioned credit for that segment.

Students arriving 10 (ten) minutes after scheduled start time of class will be considered late and will therefore be marked as Tardy when attendance is submitted. Students are asked to wait until the first break to enter the classroom/lab if tardy on quiz/examination days. This may require the student to reschedule taking the examination/quiz

Fieldwork Forums: Faculty expects students to come to class prepared for active participation in all activities. The student is responsible for the material covered in each session and for the acquisition of all classroom materials. The student is responsible to stay abreast of announcements and changes made in class. The Faculty expects students to come to seminar prepared.

TIME MANAGEMENT:

Effective time management is a professional requirement. All work—paper, projects, reports—are required to be on time (before class begins) as stated on syllabus or as noted in class. Late work will not be accepted after 3 days and will result in a zero. Each day that the assignment is late is 10 points off the assignment until the 3 day point. It is important to remember that for each credit a student takes, independent work/homework/assignments is anticipated to take between 2-4 hours per credit. That means, if you are taking 15 credit hours during a given semester, you will be engaging in up to 60 (sixty) hours on your own.

COMMUNICATION:

Effective verbal/non- verbal and written communication is a necessity in the health care field. Accurate spelling, punctuation, and sentence structure are required on all typewritten material. This will be considered in each paper/report presented. All reports/papers must be clean copies. Please review your grading rubric for outline.

PROFESSIONALISM – At all times

As defined, professionalism is participation in a profession whilst using specific techniques, attributes, and ethics of that profession.

All students in the OTA program are viewed as Occupational Therapy professionals at a student level. This designation requires students to demonstrate professional behavior during the entire OTA program (academic, fieldwork, and social/campus arenas {with peers and faculty}). Professional behaviors include, but are not limited to: effective verbal communication and interaction skills, effective time/personal management skills, active participation in all OTA program activities, properly demonstrated hygiene and effective grooming, and acceptable

attire for a given situation. Professional behavior also includes safe and ethical judgment and conduct, demonstrated self-awareness, proper cooperation and collaboration, accepting and applying feedback, giving adequate feedback, commitment to learning, reliability, demonstrating initiative, and using proper presentation of information (typed, neat, orderly, and clean paperwork/projects). Students are expected to adhere to all KVCC policies and to all Fieldwork site policies.

CONFIDENTIALITY/HIPAA POLICY/FERPA

Confidentiality is most important in all arenas of healthcare and community service. Federal law (HIPAA) and state laws demand that all healthcare personnel assume an obligation to keep in confidence all that which pertains to a client or a client's affairs. All OTA students are required to keep all information about "clients" completely confidential. To engage in any discussion for any reason is not only a breach of confidentiality but may also create legal proceedings. Such behavior is sufficient reason for immediate dismissal. This rule includes service learning, Fieldwork I and Fieldwork II and/or any other setting while in the OTA program. All OTA students are required to sign a confidentiality statement each semester indicating that you are aware and understand the need to maintain confidentiality in all aspects of your work as an OTA student.

Class/Lab

A variety of personal information may be exchanged in the OTA program. Much of this information is not confidential, but proprietary. Please note the difference and use respect and discretion. Unauthorized photos or audio taping of peers/faculty (in class) *without approval* is unacceptable and will be treated as a breach of student conduct and ethical behavior.

FERPA

The OTA program complies with FERPA rules for each OTA student.

TECHNOLOGY and SOCIAL MEDIA ETIQUETTE (cell phone, recording devices and computer/ laptop/ tablets, social media, etc.)

Purposeful use of the above technology in opposition of these policies is unethical. Students may be asked to leave the program if unacceptable use is determined.

CELL PHONE ETIQUETTE

Cell phones are to be silenced while students are in OTA classes, activities, lab, or service learning. Cell phones are **not permitted at any fieldwork setting**. We suggest that cell phones silenced and in your bag prior to class/lab/SL. If you have an emergency/urgent need to keep your cell phone live you must discuss need of use with instructor prior to class/lab. Students who do not comply with this etiquette may be asked to leave class.

Laptops/tablets are to be used only for class use: note taking, completing assessments and assignments. Online browsing, shopping, social media, email contacts, etc. are always prohibited in any OTA class. If you use your laptop/tablet for anything other than immediate classroom work (example: note taking) you will be asked to leave. This is not in accordance with our policies of respect and professionalism and will be documented as an unexcused absence.

RECORDING DEVICE ETIQUETTE

Auditory recording devices, et al, may be used in class/lab however, if a student plans to record a class he/she must make the OTA professor aware prior to and must be responsible to turn off the recording device at breaks and during confidential class discussion. No recording (video or audio) is acceptable without permission from OTA faculty.

SOCIAL MEDIA ETIQUETTE

Unprofessional use of social media, including talking about peers, posting unprofessional personal photos and/ or those taken in lab (which are proprietary), discussing KVCC faculty and/or FW supervisors may have unintended negative consequences. Behavior unbecoming of an occupational therapy professional (student level) may be grounds for dismissal and may also hold negative implications for future employment.

PROFESSIONAL DRESS and HYGEINE

Please use proper hygiene and be prepared to dress as a professional while in the OTA program. Professional appearance is an important means of instilling confidence in others regarding your skills. It is expected that each student's appearance will reflect respect for self and others. Students are required to dress professionally as required for the task at hand while in lab and class. Attire for fieldtrips varies from place to place. Hair, artificial nails, nail length, nail polish, and jewelry may directly impact others. Fragrances (perfumes, scented hand lotions, hair products, etc.) should be avoided as they may cause discomfort and interact with allergies. If your hair is shoulder length or more be prepared to tie it back or up during lab activities. Professional discretion must be used as to coverage and fit of clothing; however the following is unacceptable at any time:

1. Low cut clothing is not acceptable due to the nature of OTA tasks. Cleavage/undergarments and midriff area should not be visible.
2. Shirts or blouses tied at the midriff, clothing improperly fastened, or anything item that allows skin to show on stomach or lower back when arms are raised or when bending over)
3. Halters, backless dresses or tops, spaghetti straps, tube tops, tight tank tops, or muscle shirts unless covered, at all times, by an outer garment.
4. See through clothing.
5. Exposed undergarments .
6. Short skirts or short shorts.
7. Piercings are expected to be removed if they cause physical safety concerns. Avoidance of tattoos on facial regions is best. Rules regarding dress, hygiene, piercings, and tattoos may be set by individual FW sites

Attire for Fieldwork-Level I and II will depend on the dress desired by each facility. Piercings may need to be removed and tattoos may need to be covered for Fieldwork participation. Additionally it should be noted that some facilities hold a dress code for hair color. Students are expected to comply with the dress code of the facility where they engage in Fieldwork experiences.

Name Tags

All OTA students must have a KVCC student name tag. These are purchased through the KVCC College store first semester, first year. Identification must be worn at all times when the student may be representing the OTA program. Fieldwork sites will determine identification used.

STUDENT GUIDELINES and POLICIES FOR OTA Program/LAB

Each semester every student will choose a “role” to fulfill within the program. These roles support the efficiency and safety of all participants. Each student is required to fulfill this obligation.

The OTA program complies with all KVCC safety policies. All faculty and students are required to read, understand and abide by KVCC's “Lock Down” policy and Emergency Evacuation policy and procedures.

The OTA Program strives to provide the KVCC community with a safe and healthful work environment. Serious attempts will be made to minimize recognizable hazards. It is the intent of the Program to comply with all occupational health, safety, and fire regulations and recommended practices.

The OTA Lab Policy Manual can be found in the OTA lab room K-212. The policies in the manual include other learning labs associated with the OTA program. Each OTA student is required to read and sign the corresponding form designating they have read and understand this policy within the first two weeks of the semester. Both reading and sign off are mandatory. All activity in the lab must be safe and according to the policies and procedures outlined.

The OTA lab is for the use of the OTA program and OTA students only. No one else is to be in the OTA lab without faculty permission. All OTA students are responsible for keeping the OTA lab in order and “picked up.” You will be responsible for care of the contents in the OTA lab.

Students and faculty are responsible for the thoughtful care of all equipment used in the lab. Any person willfully damaging, degrading or demonstrating ill use of furniture/equipment/materials will be financially responsible for repairs or replacement.

The OTA Program is responsible for maintaining a safe environment for students in the lab during educational activities. Students will receive instruction on proper use prior to utilization for lab learning activities.

The following must be observed while participating in activities in the OTA lab, room 212 King Hall:

1. Clothing which is suitable to lab instruction must be worn. This may change depending on lab activities and student responsibilities.
2. All people, materials, and equipment must be handled with respect. This means awareness of diversity issues as well as returning all equipment and supplies to the designated place. Keeping the kitchen, refrigerator, adaptive equipment, and assistive devices clean and in working order is expected.
3. All/any damaged or hazardous materials must be reported to the OTA faculty or program director immediately.
4. Foods and beverages may not be permitted. This decision is made according to activity. Food choices may be impacted by allergies that other students may have.
5. Any student who has allergies to foods, latex, dust, etc. must inform instructors.
6. Students must only use OTA lab with the knowledge of the OTA faculty.
7. Any student who sustains an injury while in the OTA lab must report the incident to OTA faculty immediately and fill out an incident report.
8. All equipment/materials, computers, storage, and kitchen area must be kept clean, orderly, and re-stocked according to protocol.
9. All students/faculty must comply with KVCC safety policies including hazardous materials (see OTA Lab Policy manual).

Requests for scheduled lab use (for peer/peer):

The use of lab for peer practice, peer tutoring and/or peer workgroups is at the discretion of the faculty member responsible for the learning. The protocol for use is as follows:

1. Student(s) make a request to faculty responsible for course with which the practice/tutoring is warranted.
2. This request must be made, in advance, at least one day ahead of use time. The request must be in writing. Please include day, timeframe (beginning to end), number of students involved and a student contact responsible for the space.
3. A copy of this request will be forwarded to the Director of Maintenance for security purposes. The student requesting must understand the safety policies, take responsibility for the lab and for the safety of peers while in the lab.
4. Students must alert maintenance when they are occupying the lab and when they vacate the lab.
5. Students are responsible to turn off lights and lock doors upon leaving.
6. If a student has not demonstrated professional behaviors pre-request, access may be denied.
7. Any request in which safety might be an issue (transfer practicing, use of weights, splinting, use of electrical materials, will be denied.
8. The kitchen appliances are not to be used during any peer to peer lab use.
9. No items are to be removed from the lab; all items must be returned to their original place after use.
10. Sharps are to be kept in their secured position in the lab.

Universal Precautions (UP) and Infection Control

Students must use proper hygiene techniques and UP techniques, when indicated. Washing hands, tables, collective and individual areas is a must in between activities and classes.

Gloves must be worn if a student has a lesion/open wound on his/her upper extremities.

Maintenance must be contacted if there is a contamination issue or if there is a safety issue in the lab.

All students will be responsible for the general cleanup of the lab.

- Classroom area cleaned/disinfected daily
- Kitchen area cleaned/disinfected daily
- Appliances/equipment cleaned after personal use; once /week if indicated
- Kitchen tools are to be washed, dried and put away after each class day
- Linens are to be placed in the laundry bag for laundry pick up after each use. This includes sheets, towels, etc. used for lab
- Assistive technology and adaptive equipment are to be wiped down with antiseptic solution available in the lab. This includes: mats, wheelchairs, canes, walkers, AE, therapy balls, etc.

Any student using the lab must be aware of, understand and comply with any KVCC Policy regarding campus security and safety.

FIELDWORK:

IMMUNIZATIONS and LEGAL DOCUMENTATION

All matriculated students born after 1956 are required by Maine State Law to show proof of immunizations for measles, mumps, rubella, and diphtheria/tetanus. Additional immunizations are required in the OTA Program in order to meet the requirements of the clinical facilities. Documentation must be received prior to attending any classes. For further information, contact the Admissions Office at 207-453-5131, or toll free 1-800-528-5882, extension 5131.

Immunizations:

Without proper documentation of the necessary immunizations, students will not be able to complete the OTA program. Changes in immunizations or legal requirements may occur at any time. The financial burden of any requirements belongs to the student.

Students who have been accepted into the OTA program must agree to work with an outside agency to collect, document and track required personal healthcare/legal information (immunization status, BLS/CPR, healthcare background checks, DOE fingerprinting etc.) as required by the OTA program. Each student is responsible for the cost of these services. Students are required to meet the OTA program's deadlines for developing and maintaining a current personal healthcare information portfolio and uploading to Complio. Immunizations, CPR, fingerprinting, background checks, etc. are the requirement of the FW sites. The OTA program must comply with the sites requests. In addition, drug testing may be a requirement of clinical education sites. Students will be responsible for the cost of such testing if required by the site.

You must be re-immunized if your diphtheria/tetanus is out of date, or if you received your measles/rubella vaccines on or before your first birthday. Re-immunization is highly recommended if the MMR (measles, mumps, and rubella) vaccine was given before 1980. Blood titers may be drawn to prove immunity at the student's expense. Your doctor/health care professional's signature along with immunity status must be provided to the College whenever a titer is done.

Even with extenuating circumstances students will not be permitted to participate in any fieldwork experience if ALL immunizations are not current by February 15th (AY-#1). A copy of the immunization tracking form must be maintained and on file. Laboratory information will not be accepted as verification of immunization compliance.

*All immunization information, background check and fingerprinting protocol are subject to change based on CDC rules and regulations and FW site determinations.

Immunization and legal documentation requirements can vary at any time while you are in the OTA program. Please note that **you** are responsible for tracking, accessing and maintaining a current record of your immunizations and background information. The following is a *sample system* for tracking your immunization needs:

1. Sign-up for Complio account (instructions given during orientation/accepted student night)
- 2.. Review the requirements.
3. Track previous immunizations on the Complio program.
3. Plan a new timeline for acquiring any new immunizations by the second week of December, first semester.
4. Make an appointment with your healthcare provider.
5. Have your doctor/healthcare provider complete the Allied Health Department immunization requirement tracking form (available from the Enrollment Services Center). All students are required to have their doctor/healthcare provider complete the KVCC immunization form, with the proper immunity status noted as either immune or not immune for all titers and positive or negative for PPD test. The OTA program will not accept lab reports.
6. Make a clean copy for your records.
7. When complete, and signed by your doctor/healthcare provider, scan and upload documentation to Complio site for approval. This is due December 19, Semester 1. Extenuating circumstances must be reported to the AFWC prior to the end of first semester. If any immunization/legal documentation is outstanding, you must provide a date for completion to the AFWC at this time.

Fieldwork will NOT be scheduled until this information is complete and documented as such.

Some immunizations require ANNUAL tests and/or boosters. It is the student's responsibility to stay abreast of immunization updates.

All immunizations must be completed (and or the Hepatitis B series in progress with a documented date of completion) prior to December, year one.

All immunizations are at the expense of the OTA student. Immunization requirements can change and do. The following immunizations are currently required for all those students in the OTA program:

Allied Health Programs (EMS, HIM, MAS, MLT, OTA, PTA, and RAD)

Below are the required immunizations for our Allied Health programs. These are not part of the admission process to these programs; however, proof of vaccination for the following infectious diseases must be submitted prior to working in all healthcare facilities for fieldwork or clinical placement.

- Proof of COVID-19 vaccination and booster.
- Proof of immunization against Tetanus, Diphtheria and Pertussis (TDAP) within the last ten (10) years
- Proof of immunization against Measles, Mumps & Rubella (MMR) or Titer; if non-immune, requires additional MMR Vaccinations
- Proof of a negative 2-step test for Tuberculosis (PPD), or equivalent (TSPOT Blood Test)
- Proof of immunization against Hepatitis Series B and Titer (6+ month process). If non-immune, a waiver is required.
- Proof of immunization against chicken pox and a Varicella Titer if non-immune, two (2) doses of Varicella vaccine is required followed by a Varicella Titer
- Influenza vaccines may be required annually depending on healthcare facility requirements

Exceptions: The following protocol must be followed:

Medical Exemption:

1. Attach a dated, signed statement from your doctor requesting a medical exemption to your immunization form.
2. Attach a dated/signed personal statement acknowledging your understanding of the risks to your immunization form.

3. Both statements must be submitted to the Academic Fieldwork Coordinator and uploaded to Complio six months prior to any fieldwork experience.

Philosophical/Religious Exemption:

1. Attach a dated/signed personal statement acknowledging your understanding of the risks to your immunization form.
2. The statement must be submitted to the Academic Fieldwork Coordinator and uploaded to Complio six months prior to any fieldwork experience

Please note that as an OTA practitioner you cannot deny OT intervention based on your own or your client's medical, philosophical, or religious views.

It must be understood that all students who are exempt for any reason will be required to leave the college/fieldwork site if there is an outbreak of any disease for which an exemption has been given. Also note that some medical institutions will not accept students without proper immunization for fieldwork education.

All students are required to obtain, track, and complete immunization requirements independently. Each student's healthcare provider must sign the forms. All students are required to sign a release of information which allows the College to comply with clinical agency requirements which may include sharing of individual student health information.

Special Circumstances:

If you know that you have a special circumstance, please contact the AFWC immediately.

Students who are non-immune to Hepatitis B (Hep B) must receive counseling from their doctor/health care provider and complete and sign the Hep B Indemnification Form. Choice of fieldwork rotations may be limited for students who are non-immune to Hep B. A booster and or new series may be required. Students can request these forms from the Academic Fieldwork Coordinator.

Students must receive the varicella titer/vaccination from their health care provider. (See immunization agreement)

Note: If a student who is non-immune to varicella is exposed to chickenpox the student will not be permitted to attend any fieldwork rotation until the incubation period has ended.

The OTA program's immunization requirements are developed based on CDC guidelines and are therefore a work in progress. New information received from the CDC may affect the immunization policies which appear in this handbook. Students are highly encouraged to listen closely for new alerts and changes to immunization policies which may occur in class/OTA meetings.

CPR

Current CPR Certification: Basic Life Support (BLS) from the **American Heart Association** is required in the OTA Program

Basic Life Support (BLS) for the Healthcare Provider course is required. This is a 2 year certificate provided after training with the American Heart Association. Online certification is not acceptable. Proof of certification must be current and uploaded to Brightspace prior to any fieldwork experience. Fieldwork will not be scheduled without proof of completion. This is due by December 1, first semester, first year.

Blood Borne Pathogens Exposure, Treatment and Testing

Infectious Diseases

Applicants who consider a career in the OTA profession should be aware that during the course of their education and subsequent employment, they will be working in situations where exposure to infectious diseases is probable. This is an

occupational risk for all health care workers. Persons should not become health care workers unless they recognize and accept this risk. Proper education and strict adherence to well-established infection control guidelines, however, can reduce the risk to a minimum. Thorough education in infection control procedures is an integral part of each health care program.

In the event of blood borne pathogen exposure (BPE) any student at KVCC must refer to the Blood Borne Pathogen Policy developed and utilized by KVCC students and employees.

Exposure to Latex

Additionally, applicants should be aware that exposure to natural rubber latex (NRL) is likely. Individuals exposed to NRL products may develop allergic reactions such as skin rashes; hives; nasal, eyes, or sinus symptoms; and, rarely, shock.

LEGAL ISSUES

Fingerprinting/Background Checks

PLEASE NOTE:

Criminal Background Checks

Applicants to certain programs need to note that a criminal background check will likely be required while enrolled in the program or as a condition of employment in the field. Certain internship and/or practicum sites, such as health care facilities, may limit or deny clinical privileges to those students who have a prior or current criminal record.

Should a clinical facility refuse to permit a student to complete a clinical rotation based upon the student's criminal background check, the student may not be able to complete the program. In the event a student is denied placement at a clinical site the College will likely be required to enter an academic dismissal from the program.

Additionally, certain licensing boards may refuse to issue a license to practice based upon prior or current criminal offense (s).

Costs

Costs associated with required immunizations, criminal background checks, finger printing (when applicable) and admission testing are the responsibility of the applicant and conducted through American Data Bank.

Fieldwork sites require extensive background checks and Maine's Department of Education (DOE) fingerprinting student participation. These checks are monitored by the student and are acquired at the student's expense. All students need printed verification of status. The outcome may affect academic learning experiences and FW opportunities.

Students who become out of rotation, for any reason, will need to re-new their background check. The cost of the update is assumed by the student.

Felony Conviction

Any student with a felony conviction must be prepared for the following consequences:

1. inability to complete academic work due to service learning requirements.
2. inability to complete Level I and/or Level II fieldwork.
3. inability to sit for NBCOT certification exam.
4. inability to obtain state licensure for OTA.

FIELDWORK EDUCATION

FIELDWORK EDUCATION

Fieldwork education is a crucial part of the preparation of the occupational therapy assistant and is integrated as a component of the KVCC OTA curriculum design. The experiences provide students with the opportunities to carry out professional responsibilities under supervision and for role modeling. (Adapted from ACOTE, 2018 Standards)

The Academic Fieldwork Coordinator for the KVCC is responsible for the program's compliance with ACOTE fieldwork education requirements and student requirements (immunizations, background checks and CPR, etc.), for assessing quality of sites, for coordinating contracts, and for working with students to ensure "the best fit" for each student's educational needs.

KVCC has in excess of 150 FW sites. This raw number is adequate to meet the needs of all students but not all contracted settings accept OTA students annually. All KVCC OTA students participate in five fieldwork experiences in total (including level I and II). No student will attend any setting/facility twice. At this time, no student should expect FW outside of Maine due to legal limitations.

Level I Fieldwork (FWI)

"The goal of Level I fieldwork is to introduce students to the fieldwork experience, apply knowledge to practice, and to develop understanding of the needs of clients". (ACOTE, 2018 Standards)

Level I FW at KVCC OTA consists of 2 one-week experiences in a variety of settings and a remote case study and situation-based "virtual week". It is primarily observation and/or simulation with limited participation. Level I Fieldwork occurs during the summer session between the first and second years. Level I Fieldwork is a 2 credit course and is imbedded in the 5 week intensive summer semester with OTS 107 and OTS 109. Some students may need to complete COM 104 in the summer semester as well. This is typically completed after the 5 week OTA program intensive. Students must successfully complete all semester 1 and semester 2 coursework and must register for this summer course prior to its commencement.

Level II Fieldwork (FWII)

"The goal of Level II fieldwork is to develop competent, entry-level, generalist occupational therapy assistants. Level II fieldwork must be integral to the program's curriculum design and must include an in-depth experience in delivering occupational therapy services to clients, focusing on the application of purposeful and meaningful occupation. It is recommended that the student be exposed to a variety of clients across the life span and to a variety of settings". (ACOTE, 2018 Standards)

FWII consists of a minimum of 16 weeks' full-time Level II fieldwork (2 separate eight-week fieldwork experiences) during the spring semester of the second year. These may be completed on a part-time basis as defined by the fieldwork placement in accordance with the fieldwork placements usual and customary personnel policies as long as it is at least 50% of a full-time equivalent at that site.

During Level II Fieldwork students will participate as entry-level OTAs with duties and skills commensurate with service competency. The Level II Fieldwork experiences are in two different settings. It is not customary to have a Level I and Level II experience at the same site. Students may participate in one (1) non-traditional experience and are required to pass placements in an adult rehabilitation, psychosocial, and pediatric setting to meet ACOTE standards for program completion.

All OTA students must complete 16 weeks of Level II Fieldwork within 18 months following completion of the didactic portion of the program. Fieldwork Level II is only offered spring semester.

A student who fails either OTS 206 or OTS 208 can complete the FWII the following spring semester; other options may be considered for those who have withdrawn for health reasons or other extenuating circumstances. This process takes approval from the Academic Dean.

Please Note:

The fieldwork component(s) of the Occupational Therapy Assistant program are to be undertaken *only* by those students who: a.) have successfully completed all academic prerequisite course work; b.) who are current with all required immunizations; c.) who are currently CPR certified; d.) who have completed State of Maine (DOE) fingerprinting and independent background check with success and e.) who have demonstrated adequate performance in all of the Essential Performance Skills (EPS) including: academic, professionalism, self-awareness,

and an ability to work with others (as noted in Essential Performance Skills and through the rubric standards). Immunization, background check and fingerprinting tracking and CPR deadlines are student responsibilities. It is recommended that all checks, immunizations and CPR certification be completed prior to the start of the first semester. All checks, immunizations and CPR certification are required to be complete by the end of the first academic semester.

*OTA Faculty holds the right and responsibility to assess and determine all realms of FW readiness, academic and professional including EPS, for each student. This is a collaborative effort between each student and faculty based on essential skills of an OTA student at KVCC. The process is outlined in this OTA student handbook.

Fieldwork Placement

Students must be aware that placement assignments are not guaranteed and may require reassignment to a different placement at any time before or during a Fieldwork rotation. Fieldwork placements are developed through a collaborative process between the fieldwork site, student, and fieldwork coordinator. Priority is given to educational need, experience, and availability of sites.

Students may be required to travel up to an hour and a half (1.5) away from their homes to participate in fieldwork education experiences.

Legal Issues

KVCC OTA Program requires fingerprinting and background checks for student participation in both FW I and FW II. This requirement corresponds with the demands of FW sites. These checks are at the student's expense. Expenses may change at any time.

It is important to note that a ***Felony Conviction*** may make a student ineligible to complete Level I and or Level II FW.

PERSONAL PERFORMANCE SUMMARIES/EXIT INTERVIEWS

All second year OTA students are required to complete a Personal Performance Summary (PPS). This summary is designed in coordination with the Essential Performance Skills for the OTA student. This summary is completed by the student at the beginning as well as the end of the first semester/second year. This PPS is an opportunity for students to acknowledge and reflect on skills needed to be successful on Level II fieldwork. After completing the assessment students will participate in an Exit Interview with OTA faculty to define strengths, limitations, and develop goals for level II fieldwork. The PPS and Exit Interview assist in the development of a professional plan for success on fieldwork. All OTA students are required to sign a release form allowing for shared communication with fieldwork educators as necessary and pertinent to the academic fieldwork transition. Information discussed will be of an academic and OTA "skill" nature. Disclosures regarding special learning needs are confidential and students are encouraged to discuss this with FW educators individually. Fieldwork educators are considered to be adjunct faculty members of the OTA program. Some pertinent information about learning may be shared.

FIELDWORK READINESS

Assessing fieldwork readiness is a collaborative effort between each student and the OTA faculty. An assessment of a student's self-awareness and interpersonal skills may be made by faculty using input from Level I assessments, Personal Performance Summaries (PPS), Essential Performance Skills, classroom observations, and student interview. Based on this assessment, program faculty will jointly prepare a Fieldwork Recommendation Form (FRF) for particular students. An FRF is completed after the PPS, by faculty, in the event that an OTA student has not demonstrated adequate competency in any or all of the following: OTA courses, OTA Essential Performance Skills and Program Rubrics, and Objectives and Competencies needed for graduation. The process is as follows:

1. The PPS is completed by student and reviewed by faculty;
2. An interview is scheduled;
3. If problems/discrepancies are flagged a meeting is scheduled;

4. Faculty prepares an FRF and discusses results with student;
5. The student may request a copy of the FRF. The original will be kept on file in the OTA Faculty office.
6. Decision to move ahead to fieldwork (with a plan) or to develop a remedial plan will be made.
7. Meetings and check-ins may be scheduled as needed throughout fieldwork placement to assess goal progress and remediation.

Faculty may complete an FRF on students who successfully complete all prerequisite occupational therapy courses. The FRF & PPS will be used as a resource in making assignments for Level II Fieldwork and, when suitable, as supporting documentation for a student that faculty does not recommend for Level II Fieldwork for reasons other than grades.

Minimal Passing Grades/Grading Criteria

All fieldwork experiences are graded PASS/FAIL. OTA fieldwork education grades are based on Student Fieldwork Evaluation Forms and various assignments. Evaluation forms are completed by Fieldwork Educators/On-Site Supervisors.

Level I Fieldwork - A grade of “C” (73%) must be maintained on all three (3) experiences. Various external assignments must be handed in for successful completion of Level I fieldwork.

The OTA Faculty has the right and responsibility to determine the final grade.

Level II Fieldwork - Students must attain a competency as noted on the Kennebec Valley Community College Occupational Therapy Assistant Student Evaluation Tool for Level II Fieldwork (KV-OTA FPT) to successfully complete Level II (73%). This grade does not necessarily correspond to KVCC’s grading structure. OTA skills, critical thinking, ethics and professionalism, and communication are some of the graded categories for Level II FW. Students must attain a 3 or better in some categories at the final evaluation to be considered for passing. The Academic Fieldwork Coordinator will review each evaluation, with comments. Students who demonstrate ethical and/or safety concerns may not be successful. Passing is determined based on the final score and the coordinating comments of supervisor.

Fieldwork Failure and Return to the OTA Program

Please see the OTA Re-integration plan as it applies to FW in this handbook.

Attendance

Attendance at fieldwork (both Level I and Level II) is mandatory for completion.

Level I fieldwork is full-time at three different practice environments. These sites are staggered between OTS 107 and OTS 109 in the summer semester. If you must miss time you **must** notify the AFWC and your site supervisor prior to the start of the work day.

Level II fieldwork is full-time unless special arrangements have been made. If you must miss time from your fieldwork experience, it is your responsibility to notify the facility and/or your supervisor prior to the start of the day. According to ACOTE, you may miss two (2) days. All other days must be made up. Snow days and vacation days will be viewed on a case-by-case basis in collaboration with the student, AFWC and fieldwork site. Students on Level II fieldwork are responsible to follow the attendance policy and time requirements for the fieldwork site.

Level II Fieldwork does not comply with the KVCC calendar. KVCC campus cancelations DO NOT apply to fieldwork sites unless otherwise noted.

Please do not make arrangements for vacation during level I or level II FW schedules/semester. This may jeopardize your ability to complete the program in the scheduled timeframe.

Social Media and Cell phone use on Fieldwork

Students are not to use social media or cell phones on fieldwork. Those who use social media and/or cell phones at any Level I or Level II Fieldwork setting may be jeopardizing their successful completion of the fieldwork experience.

Travel/Living Expenses

Fieldwork Education Partners throughout New England are used by the OTA program. Students may have to commute a distance to a Fieldwork Education center or assume a temporary residence. Students are responsible for accessing and/or providing their own travel and living expenses. In some cases, housing and/or meals are provided at no charge or at a discount by the Fieldwork Education center. While not a requirement, students are strongly advised to have a car available.

Critical Incident Report

Any directly observed action or inaction by a student which jeopardizes the physical and/or emotional safety of another student, client, or other personnel will result in the filing of a Critical Incident Report by the instructor or Fieldwork Supervisor. All Critical Incident Reports will be reviewed by the Academic Fieldwork Coordinator, the Program Director and the Academic Dean. This review process may result in the student being placed on probation for the remainder of the school year or dismissal from the program.

TRANSFERABILITY to Occupational Therapy Programs

KVCC has positive relationships with all OT programs in the state. Applicants to occupational therapy education program must be aware of the specificity of educational requirements for preparation at each level.

OTA and OT level occupational therapy educational programs are two distinct paths of study leading to complementary, but different practice roles. Counseling of prospective students should reflect the differences in career development.

Therefore:

1. All professional level occupational therapy students applying for admission to associate level occupational therapy programs,
2. All associate level occupational therapy students applying to professional level occupational therapy programs, and
3. All occupational therapy students wishing to move within the same occupational therapy education level but between institutions, are subject to individual college requirements and articulation policies. Students cannot assume automatic transfer of credits or preference in admission.

MEMBERSHIP IN PROFESSIONAL ORGANIZATIONS

The American Occupational Therapy Association (AOTA) and the Maine Occupational Therapy Association (MeOTA) are membership associations. Students become members of AOTA in the first semester of the program with dues associated with OTS101 and OTS 201.

Students are strongly encouraged to become members of MeOTA, as well. Both organizations are excellent resources for professional information and networking. Membership information can be found on their respective websites: www.aota.org and www.meota.org.

* Core OTA Courses

Important Information for all OT Professionals:

ACCREDITATION/LICENSURE/CERTIFICATION Process: KVCC to Licensure

The KVCC Occupational Therapy Assistant Program is accredited by:

Accreditation Council for Occupational Therapy Education (ACOTE)
American Occupational Therapy Association (AOTA)
6116 Executive Boulevard Suite 200
North Bethesda, MD 20852-4929
(301)652-2682 (AOTA)
Website: www.acoteonline.org www.aota.org

Graduates of the program are eligible to sit for the national certification examination for the occupational therapy assistant administered by the National Board for Certification in Occupational Therapy (NBCOT). Information about NBCOT and the certification exam can be found at:

NBCOT
1 Bank Street
Suite 300
Gaithersburg, MD 20878
(301) 990-7979

Website: www.Nbcot.org
Email: info@nbcot.org
Check address

Students have the right to full disclosure of national OT/OTA program pass rates. To compare Kennebec Valley Community College OTA Graduates' performance on the NBCOT Certification Exam go to this link to examine pass rates for all OTA programs.

<https://secure.nbcot.org/data/schoolstats.aspx>.

After successful completion of this exam, the individual will be a Certified Occupational Therapy Assistant (COTA). The State of Maine requires licensure for all occupational therapy practitioners. For further information regarding state licensure, contact the:

State of Maine
Board of Occupational Therapy Practice
35 State House Station
Augusta, ME 04333-0035
(207) 624-8624
www.maine.gov

A felony conviction may affect a graduate's ability to sit for the NBCOT certification and therefore attain state licensure.

AOTA CODE OF ETHICS (2020)

Preamble

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

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

The Code serves two purposes:

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

Whereas the Code helps guide and define decision making parameters, ethical action goes beyond rote compliance with these Principles and is a manifestation of moral character and mindful reflection. Adherence to the Code is a commitment to benefit others, to the virtuous practice of artistry and science, to genuinely good behaviors, and to noble acts of courage. Recognizing and resolving ethical issues is a systematic process that includes analyzing the complex dynamics of situations, applying moral theories, and weighing alternatives, making reasoned decisions, taking action, and reflecting on outcomes. Occupational therapy personnel are expected to abide by the Principles and Standards of Conduct within this Code. The process for addressing ethics violations by AOTA members (and associate members, where applicable) is outlined in the Code's Enforcement Procedures (AOTA, 2019)

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

Core Values

The profession is grounded in seven long-standing Core Values: (1) Altruism, (2) Equality, (3) Freedom, (4) Justice, (5) Dignity, (6) Truth, and (7) Prudence (AOTA 1993). The seven Core Values provide a foundation to guide occupational therapy personnel in their interactions with others. These Core Values should be considered when determining the most ethical course of action (adapted from Core Values and Attitudes of Occupational Therapy Practice; AOTA 1993)

1. **Altruism** indicates demonstration of unselfish concern for the welfare of others. Occupational therapy personnel reflect this concept in actions and attitudes of commitment, caring, dedication, responsiveness, and understanding.

2. **Equality** indicates that all persons have fundamental human rights and the right to the same opportunities.

Occupational therapy personnel demonstrate this value by maintaining an attitude of fairness and impartiality and treating all persons in a way that is free of bias. Personnel should recognize their own biases and respect all persons, keeping in mind that others may have values, beliefs, or lifestyles that differ from their own. Equality applies to the professional arena as well as to recipients of occupational therapy services.

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

4. **Justice** indicates that occupational therapy personnel provide occupational therapy services for all persons in need of these services and maintain a goal directed and objective relationship with recipients of service. Justice places value on upholding moral and legal principles and on having knowledge of and respect for the legal rights of recipients of service. Occupational therapy personnel must understand and abide by local, state, and federal laws governing professional practice. Justice is the pursuit of a state in which diverse communities are inclusive and are organized and structured so that all members can function, flourish, and live a satisfactory life regardless of age, gender identity, sexual orientation, race, religion, origin, socioeconomic status, degree of ability, or any other status or attributes. Occupational therapy personnel, by virtue of the specific nature of the practice of occupational therapy, have a vested interest in social justice: addressing unjust inequities that limit opportunities for participation in society (Ashe, 2016; Braveman & Bass-Haugen, 2009). They also exhibit attitudes and actions consistent with occupational justice: full inclusion in everyday meaningful occupations for persons, groups, or populations (Scott et al., 2017).

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

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

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

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

Principles and Standards of Conduct

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

Principle 1. Beneficence Occupational therapy personnel shall demonstrate a concern for the well-being and safety of persons. The Principle of Beneficence includes all forms of action intended to benefit other persons. The term beneficence has historically indicated acts of mercy, kindness, and charity (Beauchamp & Childress, 2019). Beneficence requires taking action to benefit others—in other words, to promote good, to prevent harm, and to remove harm (Doherty & Purtilo, 2016). Examples of Beneficence include protecting and defending the rights of others, preventing harm from occurring to others, removing conditions that will cause harm to others, offering services that benefit persons with disabilities, and acting to protect and remove persons from dangerous situations (Beauchamp & Childress, 2019).

Principle 2. Nonmaleficence Occupational therapy personnel shall refrain from actions that cause harm. The Principle of Nonmaleficence indicates that occupational therapy personnel must refrain from causing harm, injury, or wrongdoing to recipients of service. Whereas Beneficence requires taking action to incur benefit, Nonmaleficence requires avoiding actions that cause harm (Beauchamp & Childress, 2019). The Principle of Nonmaleficence also includes an obligation not to impose risks of harm even if the potential risk is without malicious or harmful intent. This Principle is often examined in the context of due care, which requires that the benefits of care outweigh and justify the risks undertaken to achieve the goals of care (Beauchamp & Childress, 2019). For example, an occupational therapy intervention might require the service recipient to invest a great deal of time and perhaps even discomfort; however, the time and discomfort are justified by potential long-term, evidence-based benefits of the treatment.

Principle 3. Autonomy Occupational therapy personnel shall respect the right of the person to self-determination, privacy, confidentiality, and consent. The Principle of Autonomy expresses the concept that occupational therapy personnel have a duty to treat the client or service recipient according to their desires, within the bounds of accepted standards of care, and to protect their confidential information. Often, respect for Autonomy is referred to as the self-determination principle. Respecting the Autonomy of service recipients acknowledges their agency, including their right to their own views and opinions and their right to make choices in regard to their own care and based on their own values and beliefs (Beauchamp & Childress, 2019). For example, persons have the right to make a determination regarding care decisions that directly affect their lives. In the event that a person lacks decision-making capacity, their Autonomy should be respected through the involvement of an authorized agent or surrogate decision maker.

Principle 4. Justice Occupational therapy personnel shall promote equity, inclusion, and objectivity in the provision of occupational therapy services. The Principle of Justice relates to the fair, equitable, and appropriate treatment of persons (Beauchamp & Childress, 2019). Occupational therapy personnel demonstrate attitudes and actions of respect, inclusion, and impartiality toward persons, groups, and populations with whom they interact, regardless of age, gender identity, sexual orientation, race, religion, origin, socioeconomic status, degree of ability, or any other status or attributes. Occupational therapy personnel also respect the applicable laws and standards related to their area of practice. Justice requires the impartial consideration and consistent observance of policies to generate unbiased decisions. For example, occupational therapy personnel work to create and uphold a society in which all persons have equitable opportunity for full inclusion in meaningful occupational engagement as an essential component of their lives.

Principle 5. Veracity Occupational therapy personnel shall provide comprehensive, accurate, and objective information when representing the profession. The Principle of Veracity refers to comprehensive, accurate, and objective transmission of information and includes fostering understanding of such information. Veracity is based on the virtues of truthfulness, candor, honesty, and respect owed to others (Beauchamp & Childress, 2019). In communicating with others, occupational therapy personnel implicitly promise to be truthful and not deceptive. For example, when entering into a therapeutic or research relationship, the service recipient or research participant has a right to accurate information. In addition, transmission of information must include means to ensure that the recipient or participant understands the information provided.

Principle 6. Fidelity Occupational therapy personnel shall treat clients (persons, groups, or populations), colleagues, and other professionals with respect, fairness, discretion, and integrity. The Principle of Fidelity refers to the duty one has to keep a commitment once it is made (Veatch et al., 2015). This commitment refers to promises made between a provider and a client, as well as maintenance of respectful collegial and organizational relationships (Doherty & Purtilo, 2016). Professional relationships are greatly influenced by the complexity of the environment in which occupational therapy personnel work. For example, occupational therapy personnel should consistently balance their duties to service recipients, students, research participants, and other professionals, as well as to organizations that may influence decision making and professional practice

Standards of Conduct

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

Section 1: Professional Integrity, Responsibility, and Accountability: Occupational therapy personnel maintain awareness and comply with AOTA policies and Official Documents, current laws and regulations that are relevant to the profession of occupational therapy, and employer policies and procedures.

Standards of Conduct:

1A. Comply with current federal and state laws, state scope of practice guidelines, and AOTA policies and Official Documents that apply to the profession of occupational therapy. (Principle: Justice; key words: policy, procedures, rules, law, roles, scope of practice)

1B. Abide by policies, procedures, and protocols when serving or acting on behalf of a professional organization or employer to fully and accurately represent the organization's official and authorized positions. (Principle: Fidelity; key words: policy, procedures, rules, law, roles, scope of practice)

1C. Inform employers, employees, colleagues, students, and researchers of applicable policies, laws, and Official Documents. (Principle: Justice; key words: policy, procedures, rules, law, roles, scope of practice)

1D. Ensure transparency when participating in a business arrangement as owner, stockholder, partner, or employee. (Principle: Justice; key words: policy, procedures, rules, law, roles, scope of practice)

1E. Respect the practices, competencies, roles, and responsibilities of one's own and other professions to promote a collaborative environment reflective of interprofessional teams. (Principle: Fidelity; key words: policy, procedures, rules, law, roles, scope of practice, collaboration, service delivery)

1F. Do not engage in illegal actions, whether directly or indirectly harming stakeholders in occupational therapy practice. (Principle: Justice; key words: illegal, unethical practice)

1G. Do not engage in actions that reduce the public's trust in occupational therapy. (Principle: Fidelity; key words: illegal, unethical practice)

1H. Report potential or known unethical or illegal actions in practice, education, or research to appropriate authorities. (Principle: Justice; key words: illegal, unethical practice)

1I. Report impaired practice to the appropriate authorities. (Principle: Nonmaleficence; key words: illegal, unethical practice)

1J. Do not exploit human, financial, or material resources of employers for personal gain. (Principle: Fidelity; key words: exploitation, employee)

1K. Do not exploit any relationship established as an occupational therapy practitioner, educator, or researcher to further one's own physical, emotional, financial, political, or business interests. (Principle: Nonmaleficence; key words: exploitation, academic, research)

1L. Do not engage in conflicts of interest or conflicts of commitment in employment, volunteer roles, or research. (Principle: Fidelity; key words: conflict of interest)

1M. Do not use one's position (e.g., employee, consultant, volunteer) or knowledge gained from that position in such a manner as to give rise to real or perceived conflict of interest among the person, the employer, other AOTA members, or other organizations. (Principle: Fidelity; key words: conflict of interest)

1N. Do not barter for services when there is the potential for exploitation and conflict of interest. (Principle: Nonmaleficence; key words: conflict of interest)

1O. Conduct and disseminate research in accordance with currently accepted ethical guidelines and standards for the protection of research participants, including informed consent and disclosure

Section 2: Therapeutic Relationships: Occupational therapy personnel develop therapeutic relationships to promote occupational well-being in all persons, groups, organizations, and society, regardless of age, gender identity, sexual orientation, race, religion, origin, socioeconomic status, degree of ability, or any other status or attributes.

Standards of Conduct:

2A. Respect and honor the expressed wishes of recipients of service. (Principle: Autonomy; key words: relationships, clients, service recipients)

2B. Do not inflict harm or injury to recipients of occupational therapy services, students, research participants, or employees. (Principle: Nonmaleficence; key words: relationships, clients, service recipients, students, research, employer, employee)

- 2C. Do not threaten, manipulate, coerce, or deceive clients to promote compliance with occupational therapy recommendations. (Principle: Autonomy; key words: relationships, clients, service recipients)
- 2D. Do not engage in sexual activity with a recipient of service, including the client's family or significant other, while a professional relationship exists. (Principle: Nonmaleficence; key words: relationships, clients, service recipients, sex)
- 2E. Do not accept gifts that would unduly influence the therapeutic relationship or have the potential to blur professional boundaries, and adhere to employer policies when offered gifts. (Principle: Justice; key words: relationships, gifts, employer)
- 2F. Establish a collaborative relationship with recipients of service and relevant stakeholders to promote shared decision making. (Principle: Autonomy; key words: relationships, clients, service recipients, collaboration)
- 2G. Do not abandon the service recipient, and attempt to facilitate appropriate transitions when unable to provide services for any reason. (Principle: Nonmaleficence; key words: relationships, client, service recipients, abandonment)
- 2H. Adhere to organizational policies when requesting an exemption from service to an individual or group because of self-identified conflict with personal, cultural, or religious values. (Principle: Fidelity; key words: relationships, client, service recipients, conflict, cultural, religious, values)
- 2I. Do not engage in dual relationships or situations in which an occupational therapy professional or student is unable to maintain clear professional boundaries or objectivity. (Principle: Nonmaleficence; key words: relationships, clients, service recipients, colleagues, professional boundaries, objectivity, social media)
- 2J. Proactively address workplace conflict that affects or can potentially affect professional relationships and the provision of services. (Principle: Fidelity; key words: relationships, conflict, clients, service recipients, colleagues)
- 2K. Do not engage in any undue influences that may impair practice or compromise the ability to safely and competently provide occupational therapy services, education, or research. (Principle: Nonmaleficence; key words: relationships, colleagues, impair, safety, competence, client, service recipients, education, research)
- 2L. Recognize and take appropriate action to remedy occupational therapy personnel's personal problems and limitations that might cause harm to recipients of service. (Principle: Nonmaleficence; key words: relationships, clients, service recipients, personal, safety)
- 2M. Do not engage in actions or inactions that jeopardize the safety or well-being of others or team effectiveness. (Principle: Fidelity; key words: relationships, clients, service recipients, colleagues, safety, law, unethical, impaired, competence)

Section 3: Documentation, Reimbursement, and Financial Matters: Occupational therapy personnel maintain complete, accurate, and timely records of all client encounters.

Standards of Conduct:

- 3A. Bill and collect fees justly and legally in a manner that is fair, reasonable, and commensurate with services delivered. (Principle: Justice; key words: billing, fees)
- 3B. Ensure that documentation for reimbursement purposes is done in accordance with applicable laws, guidelines, and regulations. (Principle: Justice; key words: documentation, reimbursement, law)
- 3C. Record and report in an accurate and timely manner and in accordance with applicable regulations all information related to professional or academic documentation and activities. (Principle: Veracity; key words: documentation, timely, accurate, law, fraud)
- 3D. Do not follow arbitrary directives that compromise the rights or well-being of others, including unrealistic productivity expectations, fabrication, falsification, plagiarism of documentation, or inaccurate coding. (Principle: Nonmaleficence; key words: productivity, documentation, coding, fraud)

Section 4: Service Delivery: Occupational therapy personnel strive to deliver quality services that are occupation based, client centered, safe, interactive, culturally sensitive, evidence based, and consistent with occupational therapy's values and philosophies.

Standards of Conduct:

- 4A. Respond to requests for occupational therapy services (e.g., referrals) in a timely manner as determined by law, regulation, or policy. (Principle: Justice; key words: occupational therapy process, referral, law)

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

Section 5: Professional Competence, Education, Supervision, and Training: Occupational therapy personnel maintain credentials, degrees, licenses, and other certifications to demonstrate their commitment to develop and maintain competent, evidence-based practice.

Standards of Conduct:

- 5A. Hold requisite credentials for the occupational therapy services one provides in academic, research, physical, or virtual work settings. (Principle: Justice; key words: credentials, competence)
- 5B. Represent credentials, qualifications, education, experience, training, roles, duties, competence, contributions, and findings accurately in all forms of communication. (Principle: Veracity; key words: credentials, competence)
- 5C. Take steps (e.g., professional development, research, supervision, training) to ensure proficiency, use careful judgment, and weigh potential for harm when generally recognized standards do not exist in emerging technology or areas of practice. (Principle: Beneficence; key words: credentials, competence)
- 5D. Maintain competence by ongoing participation in professional development relevant to one's practice area. (Principle: Beneficence; key words: credentials, competence)
- 5E. Take action to resolve incompetent, disruptive, unethical, illegal, or impaired practice in self or others. (Principle: Fidelity; key words: competence, law)

5F. Ensure that all duties delegated to other occupational therapy personnel are congruent with their credentials, qualifications, experience, competencies, and scope of practice with respect to service delivery, supervision, fieldwork education, and research. (Principle: Beneficence; key words: supervisor, fieldwork, supervision, student)

5G. Provide appropriate supervision in accordance with AOTA Official Documents and relevant laws, regulations, policies, procedures, standards, and guidelines. (Principle: Justice; key words: supervisor, fieldwork, supervision, student)

5H. Be honest, fair, accurate, respectful, and timely in gathering and reporting fact-based information regarding employee job performance and student performance. (Principle: Veracity; key words: supervisor, supervision, fieldwork, performance)

5I. Do not participate in any action resulting in unauthorized access to educational content or exams, screening and assessment tools, websites, and other copyrighted information, including but not limited to plagiarism, violation of copyright laws, and illegal sharing of resources in any form. (Principle: Justice; key words: plagiarize, student, copyright, cheating)

5J. Provide students with access to accurate information regarding educational requirements and academic policies and procedures relative to the occupational therapy program or educational institution. (Principle: Veracity; key words: education, student)

Section 6: Communication: Whether in written, verbal, electronic, or virtual communication, occupational therapy personnel uphold the highest standards of confidentiality, informed consent, autonomy, accuracy, timeliness, and record management.

Standards of Conduct:

6A. Maintain the confidentiality of all verbal, written, electronic, augmentative, and nonverbal communications in compliance with applicable laws, including all aspects of privacy laws and exceptions thereto (e.g., Health Insurance Portability and Accountability Act, Family Educational Rights and Privacy Act). (Principle: Autonomy; key words: law, autonomy, confidentiality, communication, justice)

6B. Maintain privacy and truthfulness in delivery of occupational therapy services, whether in person or virtually. (Principle: Veracity; key words: telecommunication, telehealth, confidentiality, autonomy)

6C. Preserve, respect, and safeguard private information about employees, colleagues, and students unless otherwise mandated or permitted by relevant laws. (Principle: Fidelity; key words: communication, confidentiality, autonomy)

6D. Demonstrate responsible conduct, respect, and discretion when engaging in digital media and social networking, including but not limited to refraining from posting protected health or other identifying information. (Principle: Autonomy; key words: communication, confidentiality, autonomy, social media)

6E. Facilitate comprehension and address barriers to communication (e.g., aphasia; differences in language, literacy, health literacy, or culture) with the recipient of service(or responsible party), student, or research participant. (Principle: Autonomy; key words: communication, barriers)

6F. Do not use or participate in any form of communication that contains false, fraudulent, deceptive, misleading, or unfair statements or claims. (Principle: Veracity; key words: fraud, communication)

6G. Identify and fully disclose to all appropriate persons any errors or adverse events that compromise the safety of service recipients. (Principle: Veracity; key words: truthfulness, communication, safety, clients, service recipients)

6H. Ensure that all marketing and advertising are truthful, accurate, and carefully presented to avoid misleading recipients of service, research participants, or the public. (Principle: Veracity; key words: truthfulness, communication)

6I. Give credit and recognition when using the ideas and work of others in written, oral, or electronic media (i.e., do not plagiarize). (Principle: Veracity; key words: truthfulness, communication, plagiarism, students)

6J. Do not engage in verbal, physical, emotional, or sexual harassment of any individual or group. (Principle: Fidelity; key words: inappropriate communication, harassment, digital media, social media, social networking, professional civility)

6K. Do not engage in communication that is discriminatory, derogatory, biased, intimidating, insensitive, or disrespectful or that unduly discourages others from participating in professional dialogue. (Principle: Fidelity; key words: inappropriate communication, professionalism, professional civility)

6L. Engage in collaborative actions and communication as a member of interprofessional teams to facilitate quality care and safety for clients. (Principle: Fidelity; key words: communication, collaboration, interprofessional, professional civility, service recipients)

Section 7: Professional Civility: Occupational therapy personnel conduct themselves in a civil manner during all discourse. Civility “entails honoring one’s personal values, while simultaneously listening to disparate points of view” (Kaslow & Watson, 2016, para. 1). These values include cultural sensitivity and humility.

Standards of Conduct:

7A. Treat all stakeholders professionally and equitably through constructive engagement and dialogue that is inclusive, collaborative, and respectful of diversity of thought. (Principle: Justice; key words: civility, diversity, inclusivity, equitability, respect)

7B. Demonstrate courtesy, civility, value, and respect to persons, groups, organizations, and populations when engaging in personal, professional, or electronic communications, including all forms of social media or networking, especially when that discourse involves disagreement of opinion, disparate points of view, or differing values. (Principle: Fidelity; key words: values, respect, opinion, points of view, social media, civility)

7C. Demonstrate a level of cultural humility, sensitivity, and agility within professional practice that promotes inclusivity and does not result in harmful actions or inactions with persons, groups, organizations, and populations from diverse backgrounds including age, gender identity, sexual orientation, race, religion, origin, socioeconomic status, degree of ability, or any other status or attributes. (Principle: Fidelity; key words: civility, cultural competence, diversity, cultural humility, cultural sensitivity)

7D. Do not engage in actions that are uncivil, intimidating, or bullying or that contribute to violence. (Principle: Fidelity; key words: civility, intimidation, hate, violence, bullying)

7E. Conduct professional and personal communication with colleagues, including electronic communication and social media and networking, in a manner that is free from personal attacks, threats, and attempts to defame character and credibility directed toward an individual, group, organization, or population without basis or through manipulation of information. (Principle: Fidelity; key words: civility, culture, communication, social media, social networking, respect)

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Authors

Ethics Commission Members, 2019–20 and 2020–21
Brenda S. Howard, DHSc, OTR, Ethics Chairperson, 2019–2023
Leslie Bennett, OTD, OTR/L, Member at Large, 2019–2021
Brenda Kennell, MA, OTR/L, FAOTA, Education Representative, 2015–2021
Kimberly S. Erler, PhD, OTR/L, Practice Representative, 2014–2020
Barbara Elleman, MHS, OTD, OTR/L, Practice Representative, 2020–2023
Jan Keith, BA, COTA/L, OTA Representative, 2017–2020
Marita Hensley, COTA/L, OTA Representative, 2020–2023
Donna Ewy, MD, FAAFP, MTS, Public Member, 2019–2022
Roger A. Ritvo, PhD, Public Member, 2018–2021
Mark Franco, Esq., Legal Counsel
Rebecca E. Argabrite Grove, MS, OTR/L, FAOTA, AOTA Ethics Program Manager

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Welcome to the Journey.....

**Kennebec Valley Community College
Occupational Therapy Assistant Program**