

# Master of Occupational Therapy

at

# Shawnee State University



**MOT Handbook  
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DEPARTMENT OF OCCUPATIONAL THERAPY  
**MASTER'S OF OCCUPATIONAL THERAPY PROGRAM**  
STUDENT HANDBOOK

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

You will receive a copy of the Student Handbook when you begin the MOT program. You will be expected to read it and ask questions prior to the end of the second week of Fall Semester classes. At the end of the second week, you must complete the form on the last page and give it to the Program Director.

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

You may also need to refer to the Shawnee State University Student Handbook and the University Catalog for additional rules, regulations and information.

### **Mission Statement**

It is the mission of the Occupational Therapy Program at Shawnee State University to facilitate students to become independent, life-long learners while teaching students the fundamental skills of thinking critically, acting ethically, and communicating effectively. By accomplishing these goals, students will develop themselves as confident occupational therapy professionals who are change agents for the profession and their communities who value occupation centered evidence-based practice. Further, it is the mission of the Program to contribute to the community through continuing education, community service, and enrichment of the workforce.

### **Program Philosophy Statement**

At the center of our beliefs is the occupational nature of humans. Meyer (1922) noted, "...it is the use that we make of ourselves that gives that ultimate stamp to our every organ" (p.5). Through engagement in occupation, humans develop their occupational identity (Kielhofner, 2001). This drive for engagement in occupations is uniquely human and is the means through which people can express who they are to themselves and others (Laliberte-Rudman, 2002). This occupational nature is the essence of being human, and provides the foundation for all of our actions in the world.

Our philosophy statement revolves around the core belief in the occupational nature of humans, and is further divided into three parts that reflect the values and beliefs that the program holds about life-long learning, occupation, and the profession of occupational therapy.

### **Curricular Design**

The curriculum design is derived from the mission and philosophy of the Occupational Therapy Program. The philosophy statements regarding life-long learners, occupation, and the Occupational Therapy profession are the foundational core for the entire curriculum design. Our design is driven by the content domain of the occupational nature of humans, within the physical, cultural, temporal, social, emotional, and spiritual contexts. To become successful occupational therapy practitioners, learners must develop and build the professional competencies of self-discovery, creativity, clinical reasoning, and ethical reasoning. Cultivation of skills in evidence-based practice, and the ability to be a change agent for clients and the profession complete the set of professional competencies required for practitioners in an ever-changing world.

The plan for selecting and sequencing the program content is the curriculum design. It is based on Knowles' (1970) adult learning theory and Dewey's (1938) inquiry based learning. Dewey's four points of inquiry, communication, construction, and expression, provide the curriculum framework for developing life-long learners. The program recognizes that occupational therapy is a dynamic and constantly evolving profession.

### Accreditation Statement

The SSU Occupational Therapy Program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 4720 Montgomery Lane, P.O. Box 31220, Bethesda, MD 20824-1220. AOTA's phone number is (301) 6655-AOTA. Graduates are able to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy, Inc. (NBCOT). For more information on these limitations, you can contact NBCOT at (301) 990-7979 or email [WWW.NBCOT.ORG](http://WWW.NBCOT.ORG). After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). Most states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. NBCOT sets its own criteria for taking the exam, which may include questions on the applicant's criminal history. A felony conviction may affect a graduate's ability to sit for the NBCOT Certification examination or attain state licensure.

### Occupational Therapy Program Full-time Faculty

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## Program Continuation and Completion Requirements

### Academic Requirements

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

1. A “B” in any course with MOT prefix is expected throughout the curriculum. One C+/C will be permitted in an MOT course while in the program; student will then be placed on probation during the following semester.
2. Maintain an overall GPA of 3.00 in subsequent semesters.

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

### Academic Requirements – Fieldwork

#### Fieldwork I

Students must have an overall grade point hour ratio of 3.00 to participate in Fieldwork I courses.

#### Fieldwork II

Students are required to have successfully completed all MOT and any other required course in the curriculum as indicated by a minimum 3.00 GPA prior to participating in Fieldwork II courses.

Fieldwork II must be completed within 12 months following completion of required MOT courses (unless extreme circumstances exist) *and* six weeks prior to taking the NBCOT exam.

### Grading Scale

All MOT instructors will use the following grading scale:

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

### Cheating - Academic Integrity

All academic and clinical (Fieldwork) work within the Occupational Therapy Program will be governed by the college policy on Code of Student Conduct as explained in the current *Shawnee Student Handbook*, and the MOT/OTA Student Code of Ethics found in Appendix A of this handbook. Furthermore, students will also abide by the Occupational Therapy Code of Ethics as adopted by the 2010 Representative Assembly of AOTA.

Student may appeal any penalty by following the “Guidelines for Dealing with Student Complaints,” outlined in the *Shawnee Student Handbook*. Students are responsible for obtaining and reviewing any updates or changes to the OT Code of Ethics that may occur during their time in the MOT program.

### FIELDWORK II

Fieldwork II – MOT 6691, 6692 and, 6693 (optional)

The MOT Program will assign each student two FWII placements. Students *must* prepare to live outside the Portsmouth area during the two twelve-week placements. Students who refuse their assigned placements forfeit their place in the MOT Program. Students may not have outside employment during Level II fieldwork, as all attention must be focused on MOT studies. Students will normally not be permitted to attend Level II fieldwork at the same clinical settings as their Level I fieldwork placements.

Dismissal from affiliation: In the event a student is dismissed from, elects to terminate, or receives a failing grade in Level II Fieldwork, the student receives a failing grade for the course and is dismissed from the program. If a student fails their first affiliation, the second affiliation will be canceled. Due to the complexities of providing Level II Fieldwork experiences, students should make every possible effort to successfully complete affiliations as assigned.

(Also, see Academic Requirements - Fieldwork and Absences - Fieldwork II).

## Level II Fieldwork Evaluation

Prior to the start of Fieldwork II (MOT 6691, 6692), each student will be given four copies of the Student Evaluation of Fieldwork Experience. It is the student's responsibility to complete two copies of this evaluation prior to the last day of each Level II experience and obtain their Fieldwork supervisor's signature. After both copies are signed, leave one copy with the Fieldwork supervisor and mail one copy along with the fieldwork portfolio within 3 days of each fieldwork completion. Students may personally submit assignments to Academic Fieldwork Coordinator on campus, if preferred.

Failure to complete the Student Evaluation of Fieldwork Experience, obtain the supervisor's signature and return one copy to the Academic Fieldwork Coordinator will result in a grade of "F" for the Fieldwork experience. Diplomas will not be awarded until all grades are received by the Registrar's Office.

The Fieldwork Center should forward the signed original AOTA Fieldwork Evaluation Form with all points totaled to the Academic Fieldwork Coordinator, Department of Occupational Therapy, Shawnee State University, 940 Second Street, Portsmouth, OH 45662.

## Medical Requirements

Students are required to have a current physical exam (w/CBC and urinalysis), up-to-date shot records, current TB test, First Aid, CPR Certificate, Hepatitis B vaccine, proof of health insurance and criminal background checks, prior to starting Fieldwork II. Some fieldwork sites require additional medical information, which will be communicated to students prior to placement. CPR and First Aid may be completed through Shawnee State University, Red Cross, or other local agencies. A copy of the certificate must be shown to the fieldwork coordinator prior to starting Fieldwork II experiences. The student must keep all of his/her medical information personally and have it ready for each fieldwork site. **Medical and background information for fieldwork is the students responsibility.**

## Attendance Policy - Fieldwork

Absences - Fieldwork I - experiences.

1. When you are assigned to a Fieldwork I experience, you **must** notify your supervisor **prior** to assigned starting time if you will be tardy or absent. Failure to do this is considered unprofessional and will result in dismissal from the Fieldwork experience and from the MOT Program.
2. All fieldwork level 1 experiences absent time **MUST** be made up by the student in coordination with their CI and instructor. If time cannot be made up, you will be dismissed from the Fieldwork experience and the MOT Program.
3. Problems with transportation are unexcused absences/tardiness. It is the student's responsibility to resolve these problems.

Absences - Fieldwork II – experiences.

1. When you are assigned to a Fieldwork II experience, you will be responsible for notifying your immediate supervisor prior to assigned starting time if you will be tardy or absent. Failure to do this **will** result in dismissal from **all** assigned Fieldwork II experiences.
2. If you are absent more than 8 hours on any Fieldwork II experience, you must arrange to make up the time missed. If time cannot be made up, you will be dismissed from the Fieldwork with a failing grade. These 8 hours are not a personal day and should only be used in extreme circumstances. If the fieldwork center does not feel the reason for absence is appropriate or otherwise deems it necessary, **all** time missed must be made up.
3. If you are dismissed from a Fieldwork II placement due to failure to report an absence, missing more than 8 hours, or inability to make-up missed time, you will be dismissed from the MOT Program. Students may appeal dismissal using the process described in the Catalog.
4. Problems with transportation are unexcused absences/tardiness. It is the student's responsibility to resolve these problems.

### Probationary Policy

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

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

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

Course Instructor > Program Director > Dean > Provost

(Refer to current SSU Catalog and Student Handbook for Policy on Academic Appeals)

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

### Disciplinary Policy

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

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

1. Attendance on University or Clinical properties while under the influence or while in possession of any mind altering substances (alcohol, non-prescription drugs, etc.).
2. Verbal or physical acts of aggression against another person while on University or Clinical properties.
3. Deliberate destruction or damage to university, clinical, student or faculty property.
4. Theft of university, clinical, student, or faculty property.
5. Deliberate falsification of any Program, clinical, or patient documentation or record by either omission or addition.
6. Plagiarism (to steal another’s ideas or words and to pass them off as your own) or cheating on any type of program evaluation.

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

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

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

1. Causing damage to university, clinical, patient, student, or faculty property through negligence.
2. Causing injury or potential harm to a patient, student, or faculty member through negligence.
3. Insubordination or refusal to obey an order relating to hospital function or patient care; except where the student is not qualified to perform a task; or, proper supervision is lacking.
4. Any form of sexual harassment against another person associated with the program or clinical settings.
5. Misuse/abuse of copier and /or computer privileges result in the student’s loss of his/her copier privileges.

6. Misuse/abuse of any program materials, including but not limited to, assessments, testing equipment, adaptive equipment, and/or supplies found in OT lab. Failure to follow stated procedures for signing out equipment and supplies.

### Dismissal Policy

A student may be dismissed from the MOT program by the Director for any of the following reasons:

- 1). Inability of the student to maintain a grade point average of 3.000 or greater.
- 2) Excessive absence and/or tardiness for lecture, laboratory, and/or clinical course.
- 3) Deficiencies as described in the “Professional Probation Policy” of this handbook.
- 4) Plagiarism (to steal another’s ideas or words and to pass them off as your own) or cheating on any type of program evaluation.
- 5) Falsification of patient or therapeutic records.
- 6) Appearing in classes or clinical experiences while under the influence of mind-altering substances.
- 7) Patient abuse of any type (i.e. physical, verbal or mental)
- 8) Theft of University, hospital, or patient property.

### Appeal of Program Dismissal

Any student desiring to appeal dismissal from this program should follow the “Guidelines for Appealing a Dismissal from a Health Science Program” as outlined in the University catalog (via SSU website). That process is as follows:

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

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

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

## Readmission Policy

Any student who is dismissed from the Master's in Occupational Therapy Program or elects to withdraw for personal reasons may apply for readmission. Because of the limited class space, students may only be considered for readmission if space is available in the current class.

Procedures for requesting readmission are as follows:

1. A formal written request for readmission must be submitted to the program director of the Master's in Occupational Therapy Program.
2. All requests for readmission will be presented to the Admissions Committee for review and action.
3. Applicants requesting readmission will be considered for readmission based on a review of the applicant's folder and space availability.
4. The applicant will be notified in writing of the Admission Committee's decision. Specific recommendations and/or requirements based on the student's transcript evaluation and the time lapse involved since the student's last enrollment will be communicated in writing by the program director at the recommendation of the Admission's Committee.

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

## **MOT PROGRAM HONOR CODE:**

I pledge to conduct myself with honest and integrity in meeting all academic and professional requirements in the MOT program at Shawnee State University.

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

- Plagiarism
- Cheating
- Lying
- Stealing
- Falsifying documents
- Abuse of equipment and supplies.
- Facilitating other's engagement in any of the above.

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

## **Course Policies and Practices:**

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

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

2. Use APA style to cite references used in **any** assignment. Be discerning about all materials used for referencing; professional literature and resources are expected to be used, unless otherwise specified on the assignment. Plagiarism will not be tolerated; please refer to program handbook for policy addressing Academic Misconduct.
3. Students are expected to abide by departmental policies for signing learning resources (project materials, equipment, etc.) out of the storage room. Hours for sign-in and sign-

out are available from the graduate assistants. Unless otherwise specified on an assignment, the instructor will not be signing equipment, etc. in or out of the storage room for student use. Be sure to plan ahead!

4. Presentations may be graded using the MOT Presentation Rubric, and be provided to students at the beginning of semesters if the designated faculty member uses the rubric for his/her class.
5. Professionalism includes behavior, appearance, and attitude. It is the goal of the MOT program at SSU to facilitate the development of a high degree of professionalism in all students. Furthermore, it is the belief of the faculty that the classroom represents a microcosm of the clinical setting. For this reason, all student behaviors are considered potential professional behaviors. While debate and differing opinions are encouraged, students are expected to communicate with all faculty and fellow class members in a respectful, tolerant, and considerate manner. This includes verbal, written, and e-mail communications. Cell phones **MUST** be turned off or silenced during all class sessions; furthermore, **NO** texting is allowed during class or lab time. Lap top computers and other electronic devices may be used in class for note taking with permission of the instructor. Internet activities must be related to course assignments and may only occur at faculty approved times during classes. E-mail checks is **NOT** an approved internet activity during class.
6. Use appropriate chain of command (outlined below) to address any course or program concerns or issues. Refer to current SSU Catalog and Student Handbook for Policy on Academic Appeals.

Course Instructor > Program Director > Dean > Provost

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

## Dress Code

During ALL clinical and community-learning activities, students are to wear the following:

- a. Hunter green OR navy blue polo shirt (must have a collar and buttoned placket, long or short sleeved, but not sleeveless); may have SSU Occupational Therapy embroidered logo. Shirts may be pique or jersey knit type, with banded or hemmed sleeves. NO other types of shirts may be worn. If more warmth is needed, a long sleeved, solid color (hunter green or navy blue) cardigan type sweater, with buttons) may be permitted. Long-sleeve T-shirts or similar knit shirts are NOT to be worn under polo shirts.
- b. Tan Khaki pants: pleated or unpleated; neatly hemmed or cuffed. No cargo type pants, unhemmed pant legs, or tan denim or corduroy type material permitted. If a belt is worn, the belt must be a solid color (leather, or hunter green, or navy blue fabric), clean, neat, without excess trim and without large (more than 2" diameter) belt buckles.
- c. White, black, brown, hunter green, or navy blue socks or stockings only. Socks or hosiery MUST be worn at all times; no bare legs allowed at any time.
- d. Shoes must be oxford or loafer type (tie style), closed heel and closed toe, with FLAT NONSKID soles; sole and/or heel height may not exceed 1" (no platform type soles or heels of any type). Clean white oxford type sneakers permitted as long as they have no excess trim or color, and are not high tops.
- e. Lab coats; if requested at a Fieldwork site, a lab coat should be short (fingertip length) and have a button front. Cotton/polyester blends are preferred for ease of care and wash ability.
- f. Name tag MUST be worn at all times on the left chest of shirt (or lab jacket). The program provides the first name tag. Replacements must be ordered through the program secretary BEFORE a Fieldwork assignment begins, or as soon as possible if lost.
- g. Grooming: During all Fieldwork experiences:
  - Hair must be neatly styled. If longer than shoulder length, hair must be tied back (male and female).
  - Nails must be neat, and trimmed short. Nail biting will not be tolerated.
  - Jewelry may consist of wedding rings, watches, small earrings (must be less than ½" in length or post type). Other finger rings are not to be worn because they interfere with sanitary hand washing. Due to the need to be conservative in dressing, male students may not wear earrings in the clinical setting.
  - Tattoos must be fully covered by clothing. No other body piercing or jewelry which is visible to the patient may be worn.

- Never wear cologne, perfume, or after shave. Good personal hygiene is expected.
- Makeup (including nail polish) must be in neutral colors and understated in application.
- Clothing must be clean, pressed and fit appropriately.
- While a strict dress code is not required in classroom sessions, students should maintain a neat, clean appearance that is not distracting to the learning process. Other dress requirements will be outlined for specific courses (e.g., sleeveless tops for palpation activities, clothing for messy activities, etc). If shirts are not tucked in, no skin should be exposed when doing typical movements expected in clinicals (i.e., reaching, bending, lifting).

## Shawnee State University MOT Curriculum

Semester	Number	Credits	Course Title
Fall I	MOT 5550	3	Occupational Nature of Humans Across the Lifespan*
	MOT 5555	3	Theories of Occupation*
	MOT 5560	3	Participation in Occupations: Therapeutic Process
	MOT 5565	3	Analysis of Human Movement
	MOT 6601	3	Research Concepts in Health Services*
	<b>Total</b>	<b>15</b>	
Spring I	MOT 5570	3	Systems, Issues, Trends*
	MOT 5575	3	Health Conditions in Occupational Performance
	MOT 5580	3	Biopsychosocial Core of Occupation Therapy Practice*
	MOT 5585	3	Occupational Therapy Process Through the Lifespan*
	MOT 5590	2	OT and Technology
	MOT 6601	2	Research Seminar 1*
<b>Total</b>	<b>16</b>		
Fall II	MOT 6650	3	Evaluation and Intervention – Early Childhood Adolescence
	MOT 6651	3	Evaluation and Intervention – Early and Middle Adulthood
	MOT 6660	3	Community Based Practicum
	MOT 6670	3	Leadership and Advocacy*
	MOT 6603	1	Research Seminar 2*
	MOT 6600	2	Orthotics
<b>Total</b>	<b>15</b>		
Spring II	MOT 6655	3	Evaluation and Intervention – Older Adults
	MOT 6671	3	Program Development
	MOT 6680	3	Evidence-Based Practice
	MOT 6690	3	OT Practice Capstone
	MOT 6604	1	Research Seminar 3*
<b>Total</b>	<b>13</b>		
Summer II	MOT 6691	9	Fieldwork Level II
<b>Total</b>	<b>9</b>		
Fall III	MOT 6692	9	Fieldwork Level II
<b>Total</b>	<b>9</b>		
<b>Total hours required</b>		<b>77</b>	
Elective	MOT 6693	3-9	Fieldwork Level II (Optional)
	MOT 6699	1-3	Special Topics in Occupational Therapy

## ACOTE Standards applied to Courses

### Standard

B.1.1	5550, 5555, 5560, 5565, 5570, 5575, 5580, 5585, 5590, 6601,6602, 6604, 6650, 6651, 6652, 6670, 6671, 6680, 6690, 6695, 6696
1.2	5550, 5555,5560, 5565, 5570, 5575, 5580, 5585, 5590, 6601, 6602, 6603, 6604, 6652, 6651, 6655, 6670, 6671, 6680, 6690, 6695, 6696, 6601
1.3	5550, 5555, 5560, 5565, 5570, 5575, 5580, 5585, 5590, 6601, 6602, 6603, 6604, 6650, 6651, 6670, 6671, 6680, 6690, 6695, 6696, 6601
1.4	5560, 5565, 6655, 6651, 6655, 6601, 5575
1.5	5550, 5560, 5585, 6655, 6651, 6655, 6690
1.6	5550, 5560, 5580,6655, 6651, 6655, 6690, 5575
1.7	5550, 5560, 5580, 5590, 6655, 6650, 6655, 6660, 6671, 6690, 5575
1.8	5550, 5555, 5560, 6660, 6670, 6671
1.9	6601, 6602, 6603, 6604, 6680
B.1.0	6601, 6602, 6603, 6604, 6680, 6650
B.2.1	5550, 5555, 5565
2.2	5550, 5555, 5560, 5590, 6650, 6651, 6660, 6690
2.3	5550, 5560, 5575, 6651, 6650, 6660, 6690, 6680
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## Additional OT Program Information

### Graduation Requirements

In order to graduate with a Master's in Occupational Therapy, students must successfully complete all courses listed in the MOT curriculum and 24 weeks of Level II Fieldwork with a minimum of 77 semester hours. Students who complete the requirements must also be recommended by the MOT faculty for graduation. The Registrar's Office may withhold graduation if a student has outstanding financial obligations to the University or has not returned any University property, which has been borrowed. It is the student's responsibility to apply for graduation during their last semester on campus.

### Certification

After you have successfully graduated, you are eligible to sit for the Certification Examination for Certified Occupational Therapist, Registered given by the National Board for Certification in Occupational Therapy (NBCOT) through Professional Examination Service (PES). The exam is given throughout the country via computer dates are always subject to change. Once you pass the exam, you are certified as an OT and will have to meet the periodic recertification requirements. Some states may require you to retake the exam if you do not maintain your license or practice without a license. You will need to become licensed to practice O.T. in most states including Ohio, Kentucky, and West Virginia. (See Licensure) Students must successfully complete all classroom and clinical experiences at least 2 months prior to the exam for which they expect to sit. Students are responsible for making application to the NBCOT and meeting their deadlines.

### Licensure

Many states require that you have a license to practice OT. Most states accept the results of the exam given by the NBCOT. (See Certification) You must apply for a license in any state where you plan to work as an OTR (just as you must apply for a driver's license). You are also responsible for maintaining your license by paying annual fees or meeting other requirements.

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

States typically have an education verification form in the packet of materials you receive when applying. It is YOUR responsibility to acquire this material and get the appropriate verification forms signed and sent to the respective states.

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

- **Ohio OT, PT, AT Board**                      **614-466-3774**  
**<http://otptat.ohio.gov/>**
- **Kentucky OT Board**                      **502-564-3296**  
**<http://finance.ky.gov/ourcabinet/caboff/OAS/op/occupth/>**
- **West Virginia Board**                      **304-329-0480**  
**<http://www.wvbot.org/>**

### Health Insurance

All MOT students are required to carry personal health insurance. Verification of this is to be submitted by the first day of MOT classes. If the student is not covered through parents' or spouse's policy, they should purchase insurance through the university. Contact the Bursar's Office for information.

### Advising – Academic Counseling

Advising is scheduled with your assigned advisor. Once in the MOT program, students must meet with their advisor at least once during each semester and sign the designated advisor sheet [see appendix D]. This is to insure proper class schedules and to avoid any problems at graduation. Be sure to keep up with the most current catalog to make sure all required courses are complete prior to affiliations.

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

## Infectious Diseases

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

Students *must* have a current TB skin test to participate in Level I Fieldwork. This test must be updated annually.

Most clinical sites require certain vaccinations, such as the Hepatitis B vaccination, to help protect the students from any unforeseen exposure and to comply with OSHA regulations. When these vaccinations are required, it is the student's financial responsibility to obtain these from a health care provider of their choice.

Students are required to attend annual OSHA approved blood borne pathogens training. Students who miss the assigned sessions will be required to find their own approved training at their own expense.

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

Medical information is required at acceptance into the MOT program and must be provided and kept current independently by the STUDENT. This information is taken by the student to each level II fieldwork site the first day of clinical experience. The responsibility is in the student's hands.

### Liability Insurance

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

### Professional Organizations

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

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

Address:       The American Occupational Therapy Association, Inc.  
                  P.O. Box 1725  
                  Rockville, MD 20850  
                  1-301-948-9626

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

**Address:**     Ohio Occupational Therapy Association, Inc.  
                  P.O. Box 32252  
                  Columbus, OH 43232

### Student OT Association

The Student Occupational Therapy Association (SOTA) is an organization open to all students at SSU. Students applying to either program, as well as enrolled students, represent typical memberships. SOTA is a great way to get involved in the Occupational Therapy profession since your participation in SOTA builds skills and friendships outside of the classroom, which are very beneficial to beginning your professional career. Membership dues are nominal (usually, \$1.00), and meetings are scheduled each semester. The organization's general goals are:

- a) To provide a forum for occupational therapy students to promote occupational therapy in the community and the University;
- b) To provide opportunities for students to network and develop professional skills which complement academic coursework; and
- c) To provide access to resources which enhance personal and professional growth.

Each year, elections are held for President, Vice-President, Treasurer, and Secretary and AOTA Delegate (2). This group, in coordination with faculty advisor, and the membership, then determines goals and activities for the year. Some examples of SOTA activities are: occupational therapy promotional activities (such as a booth in the University Center during OT month), social activities (such as pizza sales), and organizing study groups. Meeting announcements will be posted in the lab. See SOTA President, or James McPherson, Faculty Advisor to SOTA, for more information.

### Problem Solving

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

- First level - Instructor of the course in question
- Second level - MOT Department Director
- Third level - Dean, College of Professional Studies
- Fourth level - Provost

Remember, when parents or significant others are involved in the problem solving process, the faculty are placed in a compromising position. The university and faculty are bound by law to keep information regarding your education confidential. As such, faculty are not free to discuss educational matters with anyone other than the individual.

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

### Phone Calls

Students are not permitted to use the MOT/OTA instructors' or the secretary's phones for personal calls. Students are NOT to have cell phones set to ON while in any of the classes in the MOT curriculum. Students will NOT text friends or family while in any of the classes in the MOT curriculum.

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

## Additional Information

### Bookstore

The Bookstore is located in the University Center. Besides all books being purchased there, supplies, graduation gowns, etc. can be ordered and bought through the Bookstore.

### Bursar's Office

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

### Cafeteria and Food Offerings

The on-campus restaurant (Bear's Den) is located in the University Center. During fall and spring semesters, the hours of operation will be Monday through Thursday, 7:30 a.m. - 7:00 p.m., Friday, 7:30 a.m. - 6:30 p.m., and Saturday-Sunday, 11:00a.m. - 6:00 p.m. The restaurant has indoor dining facilities. Jazzman's café is also located in the University Center. Café a' la cart is available on the upper level of Massie Hall, 8:00 a.m. - 3:00 p.m. during fall and spring semesters. Please consult with University schedules since hours are subject to change.

Vending machines are available at all times in the following locations: The Commons Building, Massie Hall, Vern Riffe Building, University Center, Health Sciences Building, and Business and Engineering Buildings.

### Library

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

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

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

### Student Parking

Students can only park in areas marked student parking. Violators who park in faculty/staff/visitors/dental patient/or handicapped parking areas **will be towed** away by the city at the car owner's expense.

# Occupational Therapy Code of Ethics and Ethics Standards (2010)

## PREAMBLE

The American Occupational Therapy Association (AOTA) *Occupational Therapy Code of Ethics and Ethics Standards (2010)* (“Code and Ethics Standards”) is a public statement of principles used to promote and maintain high standards of conduct within the profession. Members of AOTA are committed to promoting inclusion, diversity, independence, and safety for all recipients in various stages of life, health, and illness and to empower all beneficiaries of occupational therapy. This commitment extends beyond service recipients to include professional colleagues, students, educators, businesses, and the community.

Fundamental to the mission of the occupational therapy profession is the therapeutic use of everyday life activities (occupations) with individuals or groups for the purpose of participation in roles and situations in home, school, workplace, community, and other settings. “Occupational therapy addresses the physical, cognitive, psychosocial, sensory and other aspects of performance in a variety of contexts to support engagement in everyday life activities that affect health, well being and quality of life” (AOTA, 2004). Occupational therapy personnel have an ethical responsibility primarily to recipients of service and secondarily to society.

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

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

While much has changed over the course of the profession’s history, more has remained the same. The profession of occupational therapy remains grounded in seven core concepts, as identified in the *Core Values and Attitudes of Occupational Therapy Practice (AOYA, 1993)*: *altruism, equality, freedom, justice, dignity, truth, and prudence*. *Altruism* is the individual’s ability to place the needs of others before their own. *Equality* refers to the desire to promote fairness in interactions with others. The concept of *freedom* and personal choice is paramount in a profession in which the desires of the client must guide our interventions. Occupational therapy practitioners, educators, and researchers relate in a fair and impartial manner to individuals with whom they interact and respect and adhere to the applicable laws and standards regarding their area of practice, be it direct care, education, or research (*justice*). Inherent in the practice of occupational therapy is the promotion and preservation of the individuality and *dignity* of the client, by assisting him or her to engage in occupations that

are meaningful to him or her regardless of level of disability. In all situations, occupational therapists, occupational therapy assistants, and students must provide accurate information, both in oral and written form (*truth*). Occupational therapy personnel use their clinical and ethical reasoning skills, sound judgment, and reflection to make decisions to direct them in their area(s) of practice (*prudence*). These seven core values provide a foundation by which occupational therapy personnel guide their interactions with others, be they students, clients, colleagues, research participants, or communities. These values also define the ethical principles to which the profession is committed and which the public can expect.

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

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

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

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

#### DEFINITIONS

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

## **BENEFICENCE**

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

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

#### **Occupational therapy personnel shall:**

- A. Respond to requests for occupational therapy services (e.g., a referral) in a timely manner as determined by law, regulation, or policy.
- B. Provide appropriate evaluation and a plan of intervention for all recipients of occupational therapy services specific to their needs.
- C. Reevaluate and reassess recipients of service in a timely manner to determine if goals are being achieved and whether intervention plans should be revised.
- D. Avoid the inappropriate use of outdated or obsolete tests/assessments or data obtained from such tests in making intervention decisions or recommendations.
- E. Provide occupational therapy services that are within each practitioner's level of competence and scope of practice (e.g., qualifications, experience, the law).
- F. Use, to the extent possible, evaluation, planning, intervention techniques, and therapeutic equipment that are evidence-based and within the recognized scope of occupational therapy practice.
- G. Take responsible steps (e.g., continuing education, research, supervision, training) and use careful judgment to ensure their own competence and weigh potential for client harm when generally recognized standards do not exist in emerging technology or areas of practice.
- H. Terminate occupational therapy services in collaboration with the service recipient or responsible party when the needs and goals of the recipient have been met or when services no longer produce a measurable change or outcome.
- I. Refer to other health care specialists solely on the basis of the needs of the client.
- J. Provide occupational therapy education, continuing education, instruction, and training that are within the instructor's subject area of expertise and level of competence.
- K. Provide students and employees with information about the Code and Ethics Standards, opportunities to discuss ethical conflicts, and procedures for reporting unresolved ethical conflicts.
- L. Ensure that occupational therapy research is conducted in accordance with currently accepted ethical guidelines and standards for the protection of research participants and the dissemination of results.
- M. Report to appropriate authorities any acts in practice, education, and research that appear unethical or illegal.
- N. Take responsibility for promoting and practicing occupational therapy on the basis of current knowledge and research and for further developing the profession's body of knowledge.

## NONMALEFICENCE

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

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

#### **Occupational therapy personnel shall:**

- A. Avoid inflicting harm or injury to recipients of occupational therapy services, students, research participants, or employees
- B. Make every effort to ensure continuity of services or options for transition to appropriate services to avoid abandoning the service recipient if the current provider is unavailable due to medical or other absence or loss of employment
- C. Avoid relationships that exploit the recipient of services, students, research participants, or employees physically, emotionally, psychologically, financially, socially, or in any other manner that conflicts or interferes with professional judgment and objectivity
- D. Avoid engaging in any sexual relationship or activity, whether consensual or nonconsensual, with any recipient of service, including family or significant other, student, research participant, or employee, while a relationship exists as an occupational therapy practitioner, educator, researcher, supervisor, or employer
- E. Recognize and take appropriate action to remedy personal problems and limitations that might cause harm to recipients of service, colleagues, students, research participants, or others
- F. Avoid any undue influences, such as alcohol or drugs, that may compromise the provision of occupational therapy services, education, or research.
- G. Avoid situations in which a practitioner, educator, researcher, or employer is unable to maintain clear professional boundaries or objectivity to ensure the safety and well-being of recipients of service, students, research participants, and employees.
- H. Maintain awareness of and adherence to the Code and Ethics Standards when participating in volunteer roles.
- I. Avoid compromising client rights or well-being based on arbitrary administrative directives by exercising professional judgment and critical analysis.
- J. Avoid exploiting any relationship established as an occupational therapist or occupational therapy assistant to further one's own physical, emotional, financial, political, or business interests at the expense of the best interests of recipients of services, students, research participants, employees, or colleagues.
- K. Avoid participating in bartering for services because of the potential for exploitation and conflict of interest unless there are clearly no contraindications or bartering is a culturally appropriate custom.

- L. Determine the proportion of risk to benefit for participants in research prior to implementing a study.

## **AUTONOMY AND CONFIDENTIALITY**

### **Principle 3. Occupational therapy personnel shall respect the right of the individual to self-determination.**

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

#### **Occupational therapy personnel shall:**

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

- I. Take appropriate steps to facilitate meaningful communication and comprehension in cases in which the recipient of service, student, or research participant has limited ability to communicate (e.g., aphasia or differences in language, literacy, culture).
- J. Make every effort to facilitate open and collaborative dialogue with clients and/or responsible parties to facilitate comprehension of services and their potential risks/benefits.

## **SOCIAL JUSTICE**

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

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

#### **Occupational therapy personnel shall:**

- A. Uphold the profession's altruistic responsibilities to help ensure the common good.
- B. Take responsibility for educating the public and society about the value of occupational therapy services in promoting health and wellness and reducing the impact of disease and disability.
- C. Make every effort to promote activities that benefit the health status of the community.
- D. Advocate for just and fair treatment for all patients, clients, employees, and colleagues, and encourage employers and colleagues to abide by the highest standards of social justice and the ethical standards set forth by the occupational therapy profession.
- E. Make efforts to advocate for recipients of occupational therapy services to obtain needed services through available means.
- F. Provide services that reflect an understanding of how occupational therapy service delivery can be affected by factors such as economic status, age, ethnicity, race, geography, disability, marital status, sexual orientation, gender, gender identity, religion, culture, and political affiliation.
- G. Consider offering *pro bono* ("for the good") or reduced-fee occupational therapy services for selected individuals when consistent with guidelines of the employer, third-party payer, and/or government agency.

## PROCEDURAL JUSTICE

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

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

### **Occupational therapy personnel shall:**

- A. Be familiar with and apply the Code and Ethics Standards to the work setting, and share them with employers, other employees, colleagues, students, and researchers.
- B. Be familiar with and seek to understand and abide by institutional rules, and when those rules conflict with ethical practice, take steps to resolve the conflict.
- C. Be familiar with revisions in those laws and AOTA policies that apply to the profession of occupational therapy and inform employers, employees, colleagues, students, and researchers of those changes.
- D. Be familiar with established policies and procedures for handling concerns about the Code and Ethics Standards, including familiarity with national, state, local, district, and territorial procedures for handling ethics complaints as well as policies and procedures created by AOTA and certification, licensing, and regulatory agencies.
- E. Hold appropriate national, state, or other requisite credentials for the occupational therapy services they provide.
- F. Take responsibility for maintaining high standards and continuing competence in practice, education, and research by participating in professional development and educational activities to improve and update knowledge and skills.
- G. Ensure that all duties assumed by or assigned to other occupational therapy personnel match credentials, qualifications, experience, and scope of practice.
- H. Provide appropriate supervision to individuals for whom they have supervisory responsibility in accordance with AOTA official documents and local, state, and federal or national laws, rules, regulations, policies, procedures, standards, and guidelines.
- I. Obtain all necessary approvals prior to initiating research activities.
- J. Report all gifts and remuneration from individuals, agencies, or companies in accordance with employer policies as well as state and federal guidelines.
- K. Use funds for intended purposes, and avoid misappropriation of funds.
- L. Take reasonable steps to ensure that employers are aware of occupational therapy’s ethical obligations as set forth in this Code and Ethics Standards and of the implications of those obligations for occupational therapy practice, education, and research.

- M. Actively work with employers to prevent discrimination and unfair labor practices, and advocate for employees with disabilities to ensure the provision of reasonable accommodations.
- N. Actively participate with employers in the formulation of policies and procedures to ensure legal, regulatory, and ethical compliance.
- O. Collect fees legally. Fees shall be fair, reasonable, and commensurate with services delivered. Fee schedules must be available and equitable regardless of actual payer reimbursements/contracts.
- P. Maintain the ethical principles and standards of the profession when participating in a business arrangement as owner, stockholder, partner, or employee, and refrain from working for or doing business with organizations that engage in illegal or unethical business practices (e.g., fraudulent billing, providing occupational therapy services beyond the scope of occupational therapy practice).

## **VERACITY**

### **Principle 6. Occupational therapy personnel shall provide comprehensive, accurate, and objective information when representing the profession.**

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

### **Occupational therapy personnel shall**

- A. Represent the credentials, qualifications, education, experience, training, roles, duties, competence, views, contributions, and findings accurately in all forms of communication about recipients of service, students, employees, research participants, and colleagues.
- B. Refrain from using or participating in the use of any form of communication that contains false, fraudulent, deceptive, misleading, or unfair statements or claims.
- C. Record and report in an accurate and timely manner, and in accordance with applicable regulations, all information related to professional activities.
- D. Ensure that documentation for reimbursement purposes is done in accordance with applicable laws, guidelines, and regulations.
- E. Accept responsibility for any action that reduces the public's trust in occupational therapy.

- F. Ensure that all marketing and advertising are truthful, accurate, and carefully presented to avoid misleading recipients of service, students, research participants, or the public.
- G. Describe the type and duration of occupational therapy services accurately in professional contracts, including the duties and responsibilities of all involved parties.
- H. Be honest, fair, accurate, respectful, and timely in gathering and reporting fact-based information regarding employee job performance and student performance.
- I. Give credit and recognition when using the work of others in written, oral, or electronic media.
- J. Not plagiarize the work of others.

## **FIDELITY**

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

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

#### **Occupational therapy personnel shall:**

- A. Respect the traditions, practices, competencies, and responsibilities of their own and other professions, as well as those of the institutions and agencies that constitute the working environment
- B. Preserve, respect, and safeguard private information about employees, colleagues, and students unless otherwise mandated by national, state, or local laws or permission to disclose is given by the individual.
- C. Take adequate measures to discourage, prevent, expose, and correct any breaches of the Code and Ethics Standards and report any breaches of the former to the appropriate authorities.
- D. Attempt to resolve perceived institutional violations of the Code and Ethics Standards by utilizing internal resources first.
- E. Avoid conflicts of interest or conflicts of commitment in employment, volunteer roles, or research.
- F. Avoid using one's position (employee or volunteer) or knowledge gained from that position in such a manner that gives rise to real or perceived conflict of interest among the person, the employer, other Association members, and/or other organizations
- G. Use conflict resolution and/or alternative dispute resolution resources to resolve organizational and interpersonal conflicts.

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

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*Adopted by the Representative Assembly 2010CApr17.*

*Note. This document replaces the following rescinded Ethics documents 2010CApril18: the Occupational Therapy Code of Ethics (2005) (American Journal of Occupational Therapy, 59, 639–642); the Guidelines to the Occupational Therapy Code of Ethics (American Journal of Occupational Therapy, 60, 652–658); and the Core Values and Attitudes of Occupational Therapy Practice (American Journal of Occupational Therapy, 47, 1085–1086).*

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***Appendix A:***  
***Student Code of Ethics***

## STUDENT CODE OF ETHICS

Students shall:

1. Use their own knowledge and skill to complete examinations with out referring to others' answers, old examinations, class notes or other references, unless specifically permitted by the instructor. They shall not cheat.
2. Use their own knowledge to write major papers or compile research information. They shall not plagiarize, quote or copy other persons' (including classmates) work without giving proper recognition as stated in a standard style manual. (e.g. A.P.A)
3. Respect opinions of instructor and other learners. They shall not insult, slur or degrade instructors, other health professionals or students. (This ethics statement does not infringe upon a student's right to raise questions and request clarification but does modify the manner in which the question or clarification is brought forth.)
4. Respect the limited resources of textbooks, library books, reprints, and journals. They shall not mutilate, deface, damage or withhold resources for their own use.
5. Conserve limited resources by using only supplies needed for completion of assignments and maintain equipment in good working order. They shall not waste supplies or misuse equipment.
6. Assist in maintaining class and laboratory rooms in good order. They shall not leave these rooms dirty or in disarray or disorder upon completion of their assignments in each room.
7. Complete all assignments by the scheduled date and time or make satisfactory arrangements with the course instructor for an extension. They shall not expect to receive equal consideration in grading unless such arrangements are made.
8. Observe all safety procedures when working with patients and equipment whether in class, clinic, or patient's home. They shall not endanger the safety and welfare of patients, other students or faculty and staff.
9. Observe all policies and procedures established by the Department of Occupational Therapy and all fieldwork facilities. They shall not exempt themselves without specific permission by a faculty member or clinical supervisor.
10. Respect the confidentiality of patient information regardless of source (patient, therapist, records, charts). They shall not repeat information outside of the classroom, clinic or facility. They shall not make written reports outside of the clinic or facility in which any part of the patient's name appears except initials. They shall not engage in inappropriate relationships with patients.
11. Work in cooperation with and with respect for other health care team members. They shall not interfere with or obstruct the rendering of the services provided by other health care members.

12. Protect the property and property rights of the facility, clinic and patient. They shall not remove or borrow any property without permission and shall not damage or misuse property while in the facility, clinic or home.
13. Respect other students' projects. They shall not handle, steal, alter, deface, or otherwise harm another student's project, especially in a manner, which might cause the project to receive a lower grade by the instructor.
14. Abide by the current AOTA Code of Ethics.

-

*Appendix B:*

*Consent Form - Employer Follow-up*

**SHAWNEE STATE UNIVERSITY**

**MASTER'S IN OCCUPATIONAL THERAPY PROGRAM**

**CONSENT FORM**

I, \_\_\_\_\_, do hereby grant my  
(print student name here)

permission for the Shawnee State University MOT program to contact my employer(s), following my graduation, in order to obtain information regarding my job performance. I understand that the information is to be used for program evaluation and that I will remain ANONYMOUS and that the results will not affect my employment status or my standing with the educational program.

Agreed to by: \_\_\_\_\_ Date:  
(Student Signature)

*Appendix C:*  
*SSU OT Program*  
*Student Statement of Understanding*

STATEMENT OF UNDERSTANDING

I have read and understand my responsibilities as outline in the 20\_\_\_\_ Entering Class, Shawnee State University Master's in of Occupational Therapy, MOT Program Student Handbook.

I agree to abide by all policies set forth in this handbook.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Witness (friend or family member)

\_\_\_\_\_  
Date

\_\_\_\_\_  
Relationship to Student

RECEIVED BY THE DEPARTMENT OF OCCUPATIONAL THERAPY ON: \_\_\_\_\_

*Appendix D:*  
*SSU OT Program*  
*Student and Advisor Responsibilities*

## Student Handbook

### MOT Advisor/Student responsibilities

1. Advisors have a responsibility to meet with their students one time during each semester of the student's participation in the Master's of Occupational Therapy Program. At one of these meetings, degree audits will be prepared and discussed with the students for career planning.
2. Students have a responsibility to meet with their advisors two times during each quarter of their participation in the Master's of Occupational Therapy Program.. At one of these meetings, they will be made aware of their degree audit and consequences occurring (if any).
3. All student/advisor meetings will be recorded and placed in the students file. A copy of the degree audit will also be placed in the students file. Any developmental plans that have been developed with student and advisee will be kept in the students file for follow up and future reference.
4. Students and Advisors have responsibilities to one another and to faculty to make sure all are aware of any problems that arise that may affect the student's success in any coursework in the Master's of Occupational Therapy Program.

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

Advisor: \_\_\_\_\_