



# **Occupational Therapy Assistant Program Student Handbook 2022-2023**

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## Welcome to the Occupational Therapy Assistant Program at Eastern New Mexico University-Roswell

The [ENMU-R Catalog](#) and [ENMU-R Student Handbook](#) provide answers to many Questions and can be found at <http://www.roswell.enmu.edu/>. The Occupational Therapy Assistant (OTA) Handbook is intended to provide answers to specific questions you may have about the OTA Program. This handbook contains policies and requirements which govern academic performance and student conduct for all who are enrolled in the OTA Program.

The provisions provided within the OTA Handbook are subject to changes as a result of the official actions of the administration. The Occupational Therapy program reserves the right to make changes at any time in the OTA Handbook.

The student must recognize that he/she is responsible for knowledge of current academic regulations, as stated in this handbook and official university published documents. Students are expected to abide by the American Occupational Therapy Association Code of Ethics, Standards of Practice, and Scope of Practice and the Student Rights and Responsibilities as outlined in the University Catalog.

The OTA Program faculty's purpose is to create a quality, personalized learning experience and is dedicated and eager to assist you in achieving your goal of becoming an Occupational Therapy Assistant. Combining your effort and ours will assure success.

Again, welcome to ENMU-Roswell Occupational Therapy Assistant Program!

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## **ACCREDITATION OF EASTERN NEW MEXICO UNIVERSITY-ROSWELL**

ENMU-Roswell is accredited as an operationally separate campus by The Higher Learning Commission and a member of the North Central Association of Colleges and Schools. Extended degree courses offered on the Roswell Campus are accredited through the main campus in Portales.

The HLC may be contacted here:

230 South LaSalle Street, Suite 7-500  
Chicago, IL 60604  
800.621.7440

## **EQUAL EDUCATIONAL OPPORTUNITY POLICY**

Eastern New Mexico University-Roswell is an affirmative action and equal opportunity employer. The University does not discriminate on the basis of race, color, national origin, sex, or disability in its programs, activities, or employment. Persons seeking additional information about the University's nondiscrimination policy should contact the Director of Affirmative Action, ENMU-Roswell, P.O. Box 6000, Roswell, NM 88202-6000. In situations where students determine a scheduled class, activity, or facility is not accessible to them because of a disability, they should immediately contact the Affirmative Action Officer on the Roswell Campus and report the situation. Students requesting assistance such as a sign language interpreter or any other special service should contact the Disability Services Office at 575-624-7286.

## **ACADEMIC ACCOMMODATIONS**

The Disability Services Office at Eastern New Mexico University-Roswell provides services to students with disabilities to ensure accessibility to university programs. For academic purposes, our services may include disability-related and referral information, extended testing time, preferential seating, reader services, books in audio format, large print material, adaptive equipment, taping of lectures, and other auxiliary aids. Academic accommodations are provided to eligible students free of charge.

According to the Americans with Disabilities Act (ADA) of 1990 and Section 504 of the Rehabilitation Act of 1973, a disability is defined as a mental or physical impairment which substantially limits one or more major life activities: self-care, performing manual tasks, walking, seeing, hearing, speaking, learning, and working. If you have a disability that impacts your academic performance, provide current documentation by a qualified professional and schedule an appointment with the Disability Services Office.

The student is responsible for delivering the academic accommodation information (AAI) form to his/her instructors. This form is generated during the initial meeting/intake interview. Students are required to meet with their instructor(s) to discuss their accommodations for each term they are enrolled at ENMU-Roswell. Eligible students are encouraged to schedule a meeting with the Disability Services Office as soon as possible, understanding that some accommodations cannot take effect immediately.

Students with disabilities have the right to equal access to courses, programs, activities, services, and facilities and are entitled to reasonable accommodations. All student information is kept

confidential. The Disability Services Officer reserves the right to request additional information. For a diagnosis of Learning Disability, ADHD, and other psychological disorders, a neuropsychological examination, psychological, or psycho-educational evaluation is required. Objective evidence of a substantial limitation must be provided. The evaluator's name, professional credential relevant to the diagnosis, and his/her contact information must be documented. Documentation must be on letterhead, typed, dated, and signed.

### **How to register for Academic Accommodations:**

Apply to be accepted for admission to ENMU-Roswell through the regular admission process.

1. Provide the Disability Services Office with current and comprehensive documentation of a diagnosed disability.
2. Schedule a meeting with the Disability Services Officer to determine appropriate and reasonable accommodations at the beginning of each semester. Please contact 575-624-7286 for additional information.

### **What kind of services are available?**

The following may be provided based on need and availability:

Reasonable Accommodations (including auxiliary aids and adaptive equipment):

- Print enlargement
- Books in audio format
- Extended testing time
- Preferential seating

## **HISTORICAL PERSPECTIVE**

Roswell Community College was officially established as a branch of Eastern New Mexico University in the fall of 1958 under the leadership of Donald T. Rippey. From 1958 through the fall semester of 1962, the college conducted classes in the evening at Roswell High School. In January of 1963, with an enrollment of 75 students, eight daytime classes were held at the old post office. This established, for the first time in Roswell, a daytime coeducational college program. When Walker Air Force Base closed on June 30, 1967, Eastern New Mexico University-Roswell acquired 234.5 acres, including 27 major brick structures and numerous frame construction buildings. Roswell Community College was renamed Eastern New Mexico University-Roswell. The college spent the summer moving into the new buildings, and in September of 1967, began holding classes on its new campus.

For the first time, ENMU-Roswell could offer, in addition to its academic transfer program, a successful career and technical program which included training in various skilled trades and work in the health occupations areas. Enrollment has increased from 157 part-time students in 1958 to close to 4,000 students in the spring of 2015, illustrating the need for educational opportunity in Southeastern New Mexico.

Through a series of statewide and local bond issues, a number of new buildings have been constructed. Several other facilities have been renovated and expanded to meet the changing needs of the ENMU-Roswell campus. Between 1996 and 2010 the following projects were completed: Arts & Science Center, Instructional Center renovation, Swimming Pool renovation, Instructional Technology Center, Aviation Maintenance expansion, Auto Tech/Occupational Training Center repair, Health Science Center Phases I and II, Sierra Vista Village, and renovation of the Campus Union Building. The Student Services Center, which centralizes student services functions, was completed in January of 2013.

## **OCCUPATIONAL THERAPY ASSISTANT PROGRAM HISTORY**

The first cohort of OTA students started instruction in August 1993 with class initially conducted in a single classroom on the second story of the current College Services Center and then moved to a single large classroom/lab space an old Walker Air Force Base building. Accreditation was awarded by the Accreditation Council for Occupational Therapy Education (ACOTE) on December 9, 1994. Space allocation plans were developed and efforts toward construction of specialized occupational therapy classrooms and lab spaces were completed in 1996. This included classrooms, an assisted living lab, pediatric lab and adult lab. As the overall university enrollment increased the empty Walker Air Force Commissary building was remodeled and additional new construction of classrooms, labs, and offices created in the Health Science Center in 2005. The occupational therapy assistant students receive didactic courses in a designated classroom and in labs referred to as the assisted living lab, pediatric lab and an adult lab; in addition, a workroom and OT library are available to students. The design was planned and is specific to meet the needs of the occupational therapy assistant student.

## **OTA PROGRAM ACCREDITATION**

The associate-degree-level occupational therapy assistant program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), since December 9, 1994, located at 6116 Executive Boulevard, Suite 200, North Bethesda, MD 20852-4929. ACOTE's telephone number c/o AOTA is (301) 652-AOTA, and its Web address is [www.acoteonline.org](http://www.acoteonline.org). Graduates of the program will be eligible to sit for the national certification examination for the occupational therapy assistant administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be a Certified Occupational Therapy Assistant (COTA). Also, all states require licensure to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. Note that a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.

## **DEGREE OFFERED**

The Occupational Therapy Assistant program is a sequenced 2-year, four-semester Associate of Applied Science in Occupational Therapy (A.A.S.) degree program.

## **VISION, MISSION, PHILOSOPHY OF LEARNING, AND CORE VALUES**

Eastern New Mexico University – Roswell

### **Vision Statement**

Eastern New Mexico University-Roswell provides pathways for future success through educational growth and personal enrichment.

### **Mission Statement**

Eastern New Mexico University-Roswell empowers a diverse community with

academic and technical skills.

- Supports and prepares students for success in a rapidly changing world
- Collaborates with business, industry, educational institutions, and the ENMU system

## **Philosophy of Learning**

Learning is the primary driver behind our Mission and Vision. We believe learning is a lifelong process of intellectual and interpersonal growth that occurs when individuals expand their depth and breadth of knowledge, skills, and experiences. We believe that learning empowers individuals to improve their personal lives and the economic, social, and cultural conditions of local and global communities.

## **Core Values**

### **Excellence**

We surpass expectations in everything we do. All programs and services relentlessly focus on exceeding expectations of students, customers, and partners. We strive to cultivate a nurturing, respectful, and trusting environment of growth and development.

### **Integrity**

We behave with unwavering integrity, and operate in a trustworthy, responsible, and transparent manner in all things. We treat others with courtesy and compassion, and respect differences. We actively listen and behave in an approachable, responsive, and thoughtful manner. We keep our promises, and we own and learn from our mistakes. We hold ourselves and others accountable.

### **Unity**

We work together to build positive and diverse relationships with each other and our community. We foster partnerships, embrace challenges, inspire growth and respond to stakeholder needs to meet established goals.

## **MISSION STATEMENT-OCCUPATIONAL THERAPY ASSISTANT PROGRAM**

The mission is to create and prepare entry-level occupational therapy assistants, advocates, and competent professionals, who use therapeutic use of self to enhance client-centered therapy with implementation of evidence-based practices in a competitive and diverse workforce.

## **PHILOSOPHY OF THE OCCUPATIONAL THERAPY ASSISTANT PROGRAM**

The Occupational Therapy Assistant Program views man as inherently endowed with the desire to interact with his environment. Occupational therapy can enhance the individual's capacity for independent interaction when that capacity is disrupted by genetics, trauma, or disease.

Additionally, occupational therapy may be used for health promotion and wellness, remediation or restoration, health maintenance, disease and injury prevention, and compensation/adaptation.

The program:

1. Provides quality, personalized learning opportunities which will enable an individual to enter and progress in the field of occupational therapy.
2. Provides educational and career development opportunities which meet the needs of southeastern New Mexico.

3. Prepares individuals; offering transfer for higher learning opportunities.
4. Provides opportunities for the development of talents and personal enrichment which will enable students to increase their ability to contribute to our community, society and the occupational therapy profession.
5. Provides opportunities for acquiring occupational therapy skills to apply to treatment of patients from a variety of backgrounds and with a multiplicity of disabling conditions.
6. Provides the education required to take and pass the National Board for Certification in Occupational Therapy exam for occupational therapy assistants.

## **PROGRAM DESCRIPTION**

Occupational Therapy Assistants (OTAs) work under the direction of an Occupational Therapist in treating individuals with injuries, illnesses or disabilities through the therapeutic use of everyday activities (occupations). OTAs assist individuals to develop, recover and improve the skills needed for daily living and working. They work with individuals across the lifespan in a variety of settings: hospitals, clinics, schools, and nursing homes; as well as in their homes, places of employment and other community settings. Upon successful completion of the program, students are eligible to take the national exam given by the National Board for Certification in Occupational Therapy (NBCOT) to become a Certified Occupational Therapy Assistant. The state of New Mexico requires a license to practice. Licensure involves a separate application process and is based on successful completion of the NBCOT Certification Examination.

## **Program Learning Outcomes**

In addition to supporting institutional learning outcomes and building upon the foundational general education outcomes, upon completion of this program students will be able to:

1. Assist in an individualized client evaluation, during which the person's goals are determined by the client/family and occupational therapist.
2. Implement therapeutic activities and intervention to improve the person's ability to perform daily activities and reach the goals.
3. Assist in an outcome evaluation/assessment of client progress to ensure that goals are being met and/or make changes to the plan.
4. Collaborate with the OT in implementing evidence-based treatment programs, training patients in therapeutic exercises and activities of daily living, and providing documentation to the OT about the client's responses to and communications during intervention and documentation related to outcome achievement.

## **ACOTE Standards**

The Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA) accredits educational programs for the occupational therapist. The Standards comply with the United States Department of Education (USDE) criteria for recognition of accrediting agencies.

These Standards are the requirements used in accrediting educational programs that prepare



individuals to enter the occupational therapy profession. The extent to which a program complies with these Standards determines its accreditation status. The 2018 ACOTE Standards went into effect on July 31, 2020. These standards can be viewed at: <https://acoteonline.org/accreditation-explained/standards/>. Additional information regarding ACOTE is located on the AOTA website at: <http://www.aota.org/Education-Careers/Accreditation.aspx>

### **ACOTE accreditation notification requirements:**

ENMU-Roswell complies with ACOTE accreditation notification requirements as stated in Standard A 1.5 by:

- Informing ACOTE of the transfer of program sponsorship or change of the institution's name within 30 days of the transfer or change.
- Informing ACOTE within 30 days of the date of notification of any adverse accreditation action taken to change the sponsoring institution's accreditation status to probation or withdrawal of accreditation.
- Notification and accept ACOTE approval for any significant program changes prior to the admission of students into the new/changed program.
- Informing ACOTE within 30 days of the resignation of the program director or appointment
  - of a new or interim program director.
- Paying accreditation fees within 90 days of the invoice date.
- Submission of a Report of Self-Study and other required reports (e.g., Interim Report, Plan of Correction, Progress Report) within the period of time designated by ACOTE. All reports must be complete and contain all requested information.
- Agreeing to a site visit date before the end of the period for which accreditation was previously awarded.
- Demonstrating honesty and integrity in all interactions with ACOTE.
- Complying with the current requirements of all ACOTE policies.

### **ACOTE Preamble**

The dynamic nature of contemporary health and human services delivery systems requires the occupational therapy assistant to possess basic skills as a direct care provider, educator, manager, leader, and advocate for the profession and the consumer. A graduate from an ACOTE-accredited associate-degree-level occupational therapy assistant program must:

- Have acquired an educational foundation in the liberal arts and sciences, including a focus on issues related to diversity.
- Be educated as a generalist with a broad exposure to the delivery models and systems used in settings where occupational therapy is currently practiced and where it is emerging as a service.
- Have achieved entry-level competence through a combination of didactic and fieldwork education.
- Define theory as it applies to practice.
- Be prepared to articulate and apply occupational therapy principles and intervention tools to achieve expected outcomes as related to occupation.
- Be prepared to articulate and apply therapeutic use of occupations with persons, groups, and populations for the purpose of facilitating performance and participation in activities, occupations, and roles and situations in home, school, workplace, community, and other settings, as informed by the Occupational Therapy Practice Framework.
- Be able to apply evidence-based occupational therapy interventions to address the physical,

cognitive, functional cognitive, psychosocial, sensory, and other aspects of performance in a variety of contexts and environments to support engagement in everyday life activities that affect health, well-being, and quality of life, as informed by the Occupational Therapy Practice Framework.

- Be prepared to be a lifelong learner to keep current with evidence-based professional practice.
- Uphold the ethical standards, values, and attitudes of the occupational therapy profession.
- Understand the distinct roles and responsibilities of the occupational therapist and the occupational therapy assistant in the supervisory process for service delivery.
- Be prepared to effectively collaborate with occupational therapists in service delivery.
- Be prepared to effectively communicate and work interprofessionally with all who provide services and programs for persons, groups, and populations. Be prepared to advocate as a professional for access to occupational therapy services offered and for the recipients of those services.
- Demonstrate active involvement in professional development, leadership, and advocacy.

## **CURRICULUM DESIGN**

Eastern New Mexico University- Roswell is a Hispanic serving institution. The majority of the student population at Eastern New Mexico University- Roswell campus is considered “non-traditional” and/or “first-generation”. Generally speaking, a non-traditional student is defined as having delayed enrollment in post-secondary education, as being financially independent from their parents and/or have children themselves. A first-generation student is a student whose parents did not complete college or university degree. The curriculum of ENMU-R Occupational Therapy Assistant Program provides a sequential course of study moving through Bloom’s taxonomy, a cumulative hierarchical framework of learning. The taxonomy explains that 1) before you can understand a concept, you need to remember it; 2) to apply a concept, you need to first understand it; 3) to evaluate a process, you need to first analyze it; 4) to create something new, you need to have completed a thorough evaluation. The students build on each learning objective into carrying levels of complexity, from basic knowledge and comprehension to advanced evaluation and creation. Course objectives and ultimately program outcomes are met through learning-centered education, experiential learning activities, learning resources, assessment, and learner abilities. Courses in the OTA Program are aligned to assist the student to achieve program outcomes. Content knowledge concepts in conjunction with occupational therapy process concepts prepare the occupational therapy assistant student, with entry-level skills and preparedness to meet the challenges of working in the occupational therapy profession. As an active process, Bloom’s Taxonomy comprises three learning domains: cognitive, affective, (the first and second semester) and psychomotor ( the third and fourth semester). Within each domain, learning can take place at a number of levels ranging from simple to complex.

The occupational therapy assistant program presents the study and utilization of occupation as the basis for its curriculum. Curriculum construct integrates occupation-centered practice, client-centered practice, development throughout the life span, adaption, and therapeutic use of self. The occupational therapy domain and occupational therapy process as articulated in the Occupational Therapy Practice Framework: Domain & Process 4th edition (OTPF-4) is utilized throughout the curriculum. The OTPF-4 serves to facilitate a common language within courses and fieldwork settings.

The occupational therapy assistant program curriculum design reflects the mission of Eastern New Mexico University-Roswell to create quality, personalized learning experiences through the development of sequenced learning experiences (Bloom’s Taxonomy). The program allows a flexible interaction and blending of the levels of learning in order to meet the learning needs of students at any given time. This allows:

- The focus of education on learning and the real needs of students
- The need to focus more on students’ active learning and on the development of problem-solving skills

- Characteristics of learning-centered education are:
  - Setting high developmental expectations and standards for all students
  - Understanding that students may learn in different way and at different rates
  - Providing a formative assessment to measure learning early in the learning process
  - Using summative assessment to measure programs

## Curricular Threads

The curriculum is organized around four major themes. The themes run through the curriculum with educational goals which include:

- Collaboration and Community Engagement
  - Geographic Trends
  - Diversity and Equality respect
  - Cultural awareness
  - Serving Community needs
  - Effective intraprofessional collaboration
- Critical Reasoning and Evidence-based practices
  - combine theoretical knowledge with practical skills
  - ability to access publications for current practice trends
  - Lab experience
  - Fieldwork experience
  - Ability to assist in purposeful activity
- Client-centered and Occupation-centered Practices
  - Pediatrics
  - Adult
  - Geriatrics- Productive Aging
  - Psychosocial factors affecting wellness
  - Therapeutic use-of-self
- Ethics and Professionalism
  - Life long learning in technologies and emerging practices
  - Leadership
  - Advocacy
  - Roles and Responsibilities

## Student Outcomes and Educational Goals

Upon completion of the course and program, the educational outcomes for a student is to be an entry-level practitioner with an associate of applied science degree in Occupational Therapy Assistant from Eastern New Mexico university-Roswell. The student will be able to:

- Apply foundational knowledge of occupational therapy theory, principles, and therapeutic use of occupations to achieve expected outcomes as related to occupation.
- Apply evidence-based occupational therapy interventions, addressing the holistic aspects of performance in a variety of contexts and environments to support engagement of diverse clients in everyday life activities that affect health, well-being, and quality of life.
- Collaborate effectively with occupational therapists (OTs) and demonstrate understanding of the roles and responsibilities of OTs and OTAs in service delivery and the supervisory process.
- Apply critical thinking and clinical reasoning skills to create interventions, gradations, and adaptations that overcome barriers and promote the clients' participation in meaningful occupations in varied settings.
- Integrate effective oral and written communication into advocating for the profession and its recipients, representing occupation-based OT services, and facilitating therapeutic interactions with clients and families, as well as interprofessional collaboration.

F. Integrate ethical and professional behaviors into all interactions as an OT practitioner and incorporate leadership and lifelong learning into continued professional development.

## **Curriculum Sequence and Instructional Design**

The Occupational Therapy Assistant Program consists of 49 core credit hours. It was designed to be completed in a 24-month time period. This was developed in response to the needs of our largely non-traditional students who reside in rural New Mexico. It is anticipated that students will be able to successfully complete these courses at a manageable pace and subsequently be more successful in the Occupational Therapy Assistant Program.

Note the following description and rationale for placement. The rationale emphasizes the processes of teaching and learning, as well as instructional tools. The course syllabi content is reflective of the program's curriculum design, as the learning objectives and assignments follow a gradual series of learning experiences upon learned and integrated content. Under each course description, the curricular threads are listed and the level(s) of learning according to Bloom's taxonomy.

### **Prerequisites:**

Students will begin their preparation for the OTA program through a series of general education classes chosen specifically to give the student a strong background in the concepts and language of the medical professional. The prerequisites precede the application for entry into the OTA program. Prerequisites to the OTA Program include:

**Survey of Mathematics (MATH 1130)** teaches the basic math skills needed to be able to compile data and track progress with patients. Because the math demands within the role of an occupational therapy assistant are varied, the program chooses to include math to facilitate the student's ability to explore and apply current research evidence to guide their clinical practice.

Curricular Threads: Professionalism, Critical Reasoning

Bloom's Taxonomy: Remembering, Understanding

**English Composition (ENG 1110)** teaches the student grammar and writing skills with essay mastery for the use of language and written communication. This is relevant in a communication-rich field and clinical documentation.

Curricular Threads: Professionalism, Critical Reasoning, Collaboration,

Bloom's Taxonomy: Remembering, Understanding, Applying, early Analyzing

**Introduction to Psychology (PSYC 1110)** introduces the student to psychosocial issues. It includes assignments and foundations of developmental growth and mental health. This provides students optimal opportunity to directly connect to related content.

Curricular Threads: Community Engagement, intro to Client-centered practices across the lifespan

Bloom's Taxonomy: Remembering, Understanding, early Applying

**Introductory Sociology (SOC 1110)** provides knowledge about communities, society as a whole, and the individual as a member of society. Teaches direct relevance to theory and practice of occupational therapy. Assignments and lectures provide students to connect with social understandings.

Curricular Threads: Collaboration, Community Engagement, intro Client-centered practices across the lifespan

Bloom's Taxonomy: Remembering, Understanding, early Applying

**Human Anatomy and Physiology I and Lab (BIOL 2210)** teaches students about the structure and functions of organ systems. The course entails describing, explaining, and analyzing structure and function from the

submicroscopic to the organismal level with emphasis on anatomic, directional, and sectional terminology, basic cellular structure and metabolism, tissue differentiation and characteristics, and organ system structure and function; specifically, the integumentary, skeletal, muscular, and nervous systems. Content is covered in lecture to emphasize on systems and knowledge to assist in medical terminology and bodily functions.

Curricular Threads: Evidence-based practice, Client-centered practice

Bloom's Taxonomy: Remembering, Understanding, early Applying

## **FALL SEMESTER** (Semester 1)

**Orientation to Occupational Therapy (OT 101)** This course introduces the student to the occupational therapy profession and its role in health care. The course introduces the various types of patients referred to occupational therapy; therapeutic use of self and cultural considerations in treatment planning. The course then moves on to review the roles and functions of the OTA and OT and the supervisory relationship, again relating learning styles to this collaborative relationship. From here the topics proceed to an overview of occupational therapy including: practice settings, professional associations, areas of practice, theoretical base for OT, human development, occupation and occupational performance, activity analysis, OT practice framework, terminology, OT frames of reference, credentialing, ethics, professional behavior and development and documentation. Every subject from this course is developed further and in greater detail in future courses. This course is offered online and/or through classroom instruction. This course can be taken either prior to acceptance in the OTA program or during the first semester of the program.

Curricular Threads: Introducing collaboration and Community engagement, Evidence-based practice, Client-centered practice and occupational-based practice, Ethics and professionalism.

Bloom's Taxonomy: Remembering, Understanding, and Applying

**Developmental Psychology (PSYC 2120)** teaches human physical and psychological change and stability from a lifespan development perspective. It promotes growth and developmental links to understanding functioning in nature, personality, social, emotional, and physical health with psychological components. This relates to occupational therapy in understanding and applying concerns treating to regain function.

Curricular Threads: Introducing collaboration and Community engagement, Evidence-based practice, Client-centered practice and occupational-based practice, Ethics and professionalism.

Bloom's Taxonomy: Remembering, Understanding, and Applying

**Human Anatomy and Physiology II and Lab (BIOL 2225)** teaches students about the structure and functions of organ systems. The course entails describing, explaining, and analyzing structure and function from the submicroscopic to the organismal level with emphasis on specific cellular, tissue, and organ structure and physiology, and organ system structure and function; specifically the endocrine, cardiovascular, respiratory, urinary, and reproductive systems. Additionally, an analysis of these concepts is included: fluid and electrolyte balance, pregnancy, growth and development from zygote to newborn, and heredity. Content is covered in lecture to emphasize on systems and knowledge to assist in medical terminology and bodily functions.

Curricular Threads: Evidence-based practice, Client-centered practice

Bloom's Taxonomy: Remembering, Understanding, early Applying

**Therapeutic Media OT I (110L)** is a lecture/demonstration course in which students participate in learning therapeutic activity techniques. Students learn how to analyze and adapt activities to a variety of settings and cases. Corequisites: OT 101, 114L, OT 112 so that students can make connects with content covered in these courses for application and beginning analysis.

Curricular Threads- Introducing collaboration and Community engagement, Evidence-based practice, Client-centered practice and occupational-based practice, Ethics and professionalism

Bloom's Taxonomy- Remembering, Understanding, Applying, intro to Analyzing

**Applied Communication in OT (OT 112)** The course is to a two-part course focusing on practice in Medical Terminology and Documentation. The language of healthcare is important for all future OTA courses and for many of the general courses such as Anatomy and Physiology. By practicing effective communication skills, documentation can be used as a substitute for verbal message. Documentation is a valuable part of occupational therapy process, and helps show the distinct value of occupational therapy. Students learn, understand, and practice documentation with the use of SOAP, DAP, COAST, and narrative note writing. Corequisite: OT 101. Curricular Threads- Introducing collaboration and Community engagement, Ethics and professionalism  
Bloom's Taxonomy- Remembering, Understanding, Applying

**Ethics (PHIL 2110)** Students learn to philosophically study morality and explore questions concerning our human obligations to others and related issues. Students relate various approaches to ethics to present-day ethical debates and their own lives. Occupational therapy practitioners have an obligation to demonstrate ethical conduct that reflects professional values when working with clients, families, third-party payers, and other healthcare professionals.

Curricular Threads- Introducing collaboration and Community engagement, Ethics and professionalism

Bloom's Taxonomy- Remembering, Understanding, Applying

**Fieldwork I-A (OT 114L)** The primary purpose of level I fieldwork is to develop and use therapeutic use of self, communication, and observation skills within a clinical setting. Students may be assigned to OT or non-OT settings, all of which serve individuals with developmental or disabling conditions that could be treated by occupational therapy via an OTA. Students are assigned 16 hours of observation/"hands-on" experience in a clinical/educational center. In addition, this course consists of weekly class sessions to discuss fieldwork assignments, share experiences, and solve problems. Corequisites: OT 101, 110L. OT 116L

Curricular Threads- Introducing collaboration and Community engagement, Evidence-based practice, Client-centered practice and occupational-based practice, Ethics and Professionalism

Bloom's Taxonomy- Remembering, Understanding, Applying

## **SPRING SEMESTER** (Semester 2)

**Fieldwork I-B (OT 116L)** The primary purpose of level I fieldwork is to develop and use therapeutic use of self, communication, and observation skills within a clinical setting. Students may be assigned to OT or non-OT settings, all of which serve individuals with developmental or disabling conditions that could be treated by occupational therapy via an OTA. Students are assigned 16 hours of "hands-on" experience in a clinical/educational area. In addition, weekly class sessions to solve problems, share experiences and discuss fieldwork will be held. Students will be assigned to either pediatric, psychosocial, physical dysfunction or geriatric settings. Prerequisite: OT 114L. Corequisite: OT 120.

Curricular Threads- Collaboration and Community engagement, Evidence-based practice, Client-centered practice and occupational-based practice, Ethics and Professionalism

Bloom's Taxonomy- Remembering, Understanding, Applying

**Therapeutic Media II (OT 118L)** A lecture/demonstration class in which students increase their knowledge of therapeutic activities. Students will increase their ability to analyze and adapt activities to a variety of settings. This course focuses on the Occupational Therapy Practice Framework: Domain and Process, 4th edition and using it to perform activity/occupational analysis. Students learn a variety of media and do occupational analyses (whole or in part) of at least three occupations. These include: art, woodworking, leather craft, general craft media, sewing and needlecraft, ADLs and adaptive equipment, games and computer media. Students also initiate analysis of basic case studies as an application and assessment. Prerequisite: OT 110L. Corequisite: OT 120. Curricular Threads: Collaboration and Community engagement, Evidence-based practice, Client-centered practice and Occupational-based practice, Critical Thinking, Ethics and Professionalism

Bloom's Taxonomy: Remembering, Understanding, Applying, Analyzing

**Principles of OT (OT 120)** This course expands the concepts introduced in the orientation course. It provides a foundation for the practice of occupational therapy in various settings. It focuses on the COTA's role in evaluation, treatment planning, and treatment implementation. Prerequisite: OT 101.

Curricular Threads: Collaboration and Community engagement, Evidence-based practice, Client-centered practice and Occupational-based practice, Critical Thinking, Ethics and Professionalism

Bloom's Taxonomy: Remembering, Understanding, Applying, Analyzing

**Functional Movement in OT (OT 130)** Students learn how to assess and analyze functional movement, both in patterns and specific observations. Students are able to take into account all body systems to address the root cause of pain, dysfunction, or limitation. With learned knowledge in Anatomy and Physiology I and II, students are able to apply structures to abnormalities. Prerequisites: BIOL 2210, BIOL 2225. Corequisites: OT 118L, OT 120L, OT140L.

Curricular Threads: Collaboration and Community engagement, Evidence-based practice, Client-centered practice and Occupational-based practice, Critical Thinking, Ethics and Professionalism

Bloom's Taxonomy: Remembering, Understanding, Applying, Analyzing, early Evaluating

**Therapeutic Techniques (OT 140L)** A lecture/demonstration course that focuses on the activities of daily living, adaptive equipment, the modification of environments, and the teaching/learning of activities to clients. Students are able to build a trust with their clients and using activity analysis skills and reasoning, students are able to best treat an individual with conditions. Prerequisites: OT 110L, 120. Corequisites: OT 116L, 118L.

Curricular Threads: Collaboration and Community engagement, Evidence-based practice, Client-centered practice and Occupational-based practice, Critical Thinking, Ethics and Professionalism

Bloom's Taxonomy: Remembering, Understanding, Applying, Analyzing, early Evaluating

## **FALL SEMESTER** ( Semester 3)

**Fieldwork I-C (OT 214L)** Students are assigned 16 hours of "hands-on" experience in a clinical setting involving either pediatrics, psychosocial, physical disabilities, or geriatrics. In addition, weekly class sessions to discuss fieldwork and solve problems will be held. Students may be assigned to OT or non-OT settings, all of which serve individuals with developmental or disabling conditions that could be treated by occupational therapy via an OTA. Students are assigned 16 hours of "hands-on" experience in a clinical/educational area. In addition, weekly class sessions to solve problems, share experiences and discuss fieldwork will be held. Students will be assigned to either pediatric, psychosocial, physical dysfunction or geriatric settings. Prerequisite: OT 116L.

Curricular Threads- Collaboration and Community engagement, Evidence-based practice, Client-centered practice and occupational-based practice, Ethics and Professionalism

Bloom's Taxonomy- Remembering, Understanding, Applying

**OT Shop Techniques (OT 216L)** A lecture/demonstration course that focuses on the use of basic hand tools to fabricate adaptive positioning equipment, basic orthotics, and prosthetics. This course offers an introduction to the use of thermal, mechanical, and electrotherapeutic modalities as a preparatory method to facilitate occupational performance of individuals. Safe and effective use of these modalities is emphasized to implement the intervention plan to achieve client-centered, occupation-based goals. This course was placed in the semester following the physical dysfunction course in order to allow students to have a foundation in the topic of physical functioning and intervention on which to build. Prerequisite: OT 120, 140L.

Curricular Threads: Collaboration and Community engagement, Evidence-based practice, Client-centered practice and Occupational-based practice, Critical Thinking, Ethics and Professionalism

Bloom's Taxonomy: Remembering, Understanding, Applying, Analyzing, Evaluating, Creating

**Occupational Therapy in Gerontology (OT 240)** A lecture/experiential course that focuses on occupational therapy for the elderly. Special emphasis on environmental and cultural considerations. Using the approach of

category-specific content, this course provides students with an introduction to the role of occupational therapy in the elderly population. Emphasis is on understanding the aging process and function pertinent to seniors and the implications for treatment modality selection specific to this population. Prerequisites: OT 120, 140L, PSYC 2120. Corequisites: OT 216L, 242, 244.

Curricular Threads: Collaboration and Community engagement, Evidence-based practice, Client-centered practice and Occupational-based practice, Critical Thinking, Ethics and Professionalism  
Bloom's Taxonomy: Remembering, Understanding, Applying, Analyzing, Evaluating, Creating

**Occupational Therapy in Physical Disabilities (OT 242)** A lecture/experiential course that focuses on occupational therapy for clients with physical dysfunction. A variety of disabilities, including hand injury, traumatic brain injury, and spinal cord injury, will be addressed. Covering basic pathophysiology, this course introduces students to the most common diseases and diagnoses encountered by health students and the effect they have on the human body. From knowledge in Anatomy and Physiology II, students are able to connect the normal to the abnormal based on their learned knowledge. Prerequisites: OT 120, 140L. Corequisites: OT 216L, 244.

Curricular Threads: Collaboration and Community engagement, Evidence-based practice, Client-centered practice and Occupational-based practice, Critical Thinking, Ethics and Professionalism  
Bloom's Taxonomy: Remembering, Understanding, Applying, Analyzing, Evaluating, Creating

**Occupational Therapy in Psychosocial Dysfunction (OT 244)** A lecture/experiential course that focuses on occupational therapy for clients with psychosocial dysfunction. Therapeutic use of self and the role of environment and culture will be emphasized. By providing OTA students with an introduction to the etiology and symptomatology of psychosocial dysfunctions, they gain an understanding of the residual cognitive, psychological, and/or social effects of the conditions and the implications for intervention. Appropriate occupational therapy treatment techniques and documentation are emphasized. This course addresses specific diagnoses and their impact on an individual's psychosocial functioning. Prerequisites: OT 110L, 112, 118L, 120, PSYC 1110, 2120.

Curricular Threads: Collaboration and Community engagement, Evidence-based practice, Client-centered practice and Occupational-based practice, Critical Thinking, Ethics and Professionalism  
Bloom's Taxonomy: Remembering, Understanding, Applying, Analyzing, Evaluating, Creating

**Occupational Therapy in Pediatrics (OT 246)** A lecture/experiential course that focuses on the use of occupational therapy techniques with children and adolescents. Having population-specific content, this course is an introduction to the role of occupational therapy with children and adolescents with a variety of diagnoses. It builds on the human and child development content earlier in the curriculum. The pathology of diseases/disabilities common to children is reviewed. Treatment of clients with orthopedic, developmental, and behavioral deficits will be addressed and further examined. Prerequisites: OT 101, 110L, 118L, 120.

Corequisites: OT 242, 244.

Curricular Threads: Collaboration and Community engagement, Evidence-based practice, Client-centered practice and Occupational-based practice, Critical Thinking, Ethics and Professionalism  
Bloom's Taxonomy: Remembering, Understanding, Applying, Analyzing, Evaluating, Creating

## **SPRING SEMESTER** (Semester 4)

**Occupational Therapy Seminar (OT 250L)** This course teaches the student program development in terms of administrative functions of occupational therapy, consulting skills and participation in program implementation. The students' review for the certification exam. Topics related to the practicum experiences are presented and discussed. Prerequisites: Successful completion of all academic coursework.

Curricular Threads: Collaboration and Community engagement, Evidence-based practice, Client-centered practice and Occupational-based practice, Critical Thinking, Ethics and Professionalism  
Bloom's Taxonomy: Analyzing, Evaluating, Creating



**Fieldwork II in Psychosocial Dysfunction (OT 260L).** Students must participate in eight weeks of training in a clinical setting, gaining in-depth clinical experience and providing patient care under the supervision of a qualified fieldwork educator. The expectation is that students complete this experience demonstrating entry-level OTA knowledge, skills, and behaviors. Prerequisites: Successful completion of all academic coursework with the exception of OT 250L.

Curricular Threads: Collaboration and Community engagement, Evidence-based practice, Client-centered practice and Occupational-based practice, Critical Thinking, Ethics and Professionalism

Bloom's Taxonomy: Analyzing, Evaluating, Creating

**Fieldwork II in Physical Disabilities (OT 262L)** Students must participate in eight weeks of training in a separate clinical setting, gaining in-depth clinical experience and providing patient care under the supervision of a qualified fieldwork educator. The expectation is that students complete this experience demonstrating entry-level OTA knowledge, skills, and behaviors. Prerequisite: Successful completion of all academic coursework with the exception of 250L.

Curricular Threads: Collaboration and Community engagement, Evidence-based practice, Client-centered practice and Occupational-based practice, Critical Thinking, Ethics and Professionalism

Bloom's Taxonomy: Analyzing, Evaluating, Creating

CURRICULUM DIAGRAM (see: APPENDIX A)

## **COURSE SCHEDULE**

The occupational therapy assistant program is designed so that students will attend courses on campus on weekdays. Many courses will fall into an 8:00 AM to 5:00 PM schedule. PENDING COVID-19 PRECAUTION GUIDELINES. Students will be notified of changes to the traditional schedule in advance. There are also experiences scheduled for evening and weekend hours to provide the occupational therapy assistant student with additional experiences.

Students are assigned fieldwork placements. The schedule will be determined by the facility fieldwork educator and fieldwork site. Fieldwork experiences within the community will be arranged and scheduled in concurrence with the needs of the client and fieldwork site.

## **REQUIRED SUPPLY/FEEES**

Freshman (Level I) Semesters - Must be purchased before attending Fieldwork experiences.

1. Name tag available to be purchased through the bookstore at the beginning of the program.
2. Closed-toed and closed-heel shoes (no high heels).
3. Slacks/khaki and polo shirt preferred in classroom; required for fieldwork.
4. Additional supplies.

Sophomore (Level II) Semesters

1. Living expenses/travel during Level II Fieldwork
2. Application for graduation and graduation fee; submit to Admissions and Records. Refer to the Catalog for graduation

- application deadline dates. (Reference: ENMU-Roswell Catalog).
3. Graduation cap and gown if participating in graduation ceremony; purchase at the ENMU-R bookstore.
  4. Graduation announcements-purchased at the ENMU-R bookstore (optional).
  5. OTA pin for spring pinning ceremony.

## **ACADEMIC PROGRESSION POLICY AND PROCEDURE**

### **ADMISSION POLICIES**

**The number of student's enrollment in OTA core courses at all levels is limited.**

Students entering the program at all levels (first-time entry into OTA core courses, re-entry and transfer) should carefully consider the following information:

1. Students ENTER or RE-ENTER the Occupational Therapy Assistant program under the CURRENT Catalog. Therefore, it is important to carefully read the current Catalog.
  - a. If re-entering, student is obligated to re-take and demonstrate competency (pass with at least a 75%) for the following audit courses: OT 110L, OT 118L, OT 120, OT 130, OT 242, and OT 244 due to correlation of passing NBCOT (NBCOT, 2022).
2. Contact an advisor in either the Occupational Therapy Assistant program or the Advising Services.
3. Submit an application to ENMU Roswell (if necessary). Applications are valid for a limited time.
4. Submit an application to the OTA program. Applications are valid for one academic school year.
5. It is the applicant's responsibility to have official high school transcript (or GED certificate), college transcripts, and/or OTA education transcripts in the Admissions and Records Office by the required date. Transfer general education credit is awarded only by the Director of Admission and Records.
6. In addition to special requirements for the OTA program, students must meet general entrance requirements for the University.
7. Students will be required to submit information for a background check. Any pertinent information that may affect licensure or employment guidelines could affect the student's standing in the OTA program. A felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or to attain state licensure.
8. Mandatory drug screening is required during the first week of the program and will be scheduled by the Division of Health faculty. A student can expect random drug testing throughout the duration of the program. Students must pass all mandatory drug screening to remain in the program. Drug screening may be repeated based on requirements of clinical site contracts. Students must pass the mandatory drug screening and any mandatory screening to remain in the program. Students exhibiting signs of impaired clinical judgment related to suspected use of chemical substances, legal or otherwise, will be removed from the classroom, laboratory, or clinical setting immediately. At that time, the instructor will implement steps according to the Division of Health Policy for Student Suspected

Impairment. Appeals can be made according to the process outlined in the Student Handbook.

9. All first year Level I required core courses must be completed in order to progress into Level II core courses of OT 214, 216, 240, 242, 244, 246.
10. All first-time entry into OTA core courses, re-entry and transfer students must successfully pass their professional development plans (PDP) to progress in the program. If a student fails their PDP, it is the student's obligation to meet with the program director. Failure results in dismissal of the program and the student cannot re-enter the program (see Appendix B).

### SPECIAL REQUIREMENTS FOR PROGRESSION INTO THE FIRST SEMESTER OF OCCUPATIONAL THERAPY ASSISTANT CORE COURSES

Occupational Therapy Assistant program students who want to progress into the OTA core courses should be aware the program consists of a two-year program of study after the student has completed the required first-year courses (which may take one year or more to complete). The first-year courses consist of selected academic courses in preparation for progression in the OTA program.

**In the first-year course requirement courses, students are required to complete the following:**

- |         |        |   |
|---------|--------|---|
| 1. Math | 1130   | Survey of Mathematics (3 credit hrs.) with a grade of "C" or better.      |
| 2. ENGL | 1110   | Composition I (3 credit hrs.) with a grade of "C" or better.              |
| 3. PSYC | 1110   | Introduction to Psychology (3 credit hrs.) with a grade of "C" or better. |
| 4. SOCI | 1110   | Introductory Sociology (3 credit hrs.) with a grade of "C" or better.     |
| 5. BIOL | 2210+L | Human Anatomy and Physiology I and Lab                                    |
| 6. BIOL | 2225+L | Human Anatomy and Physiology II and Lab                                   |

### POLICY FOR CONTINUATION IN THE OCCUPATIONAL THERAPY ASSISTANT PROGRAM

- A grade of "C" (75) or better is required in each OTA program course. The grading scale is described in each OTA program course syllabus and is listed in this handbook under the Course Requirements, Grading, and Attendance section.
- Students must enroll in and successfully complete courses with a fieldwork component each semester in order to continue in the OTA program.
- Students who do not enroll in, or fail, or withdraw from an OTA course must reapply for consideration of re-entry into these OTA courses.
- The degree plan for OTA program courses follow a sequential timeline, and with no exception, are only offered according to the ENMU-R Schedule.
- All first semester OTA core courses, OT 101, OT 110L, OT 112, OT 114L, PSYC 2120, and BIOL 2225, and PHIL 2110 must be completed in order to progress to the second semester OTA core courses.
- All second semester OTA core courses, OT 118L, OT 120, \*OT 140L, and OT 116, must be completed in order to progress to the third semester OTA core

courses. \* Students must enroll in and successfully complete the therapeutic intervention component in order to progress to the third semester OTA core courses.

- Failure to submit required work will result in a grade of an incomplete only under extenuating circumstances, i.e. illness, death in family, etc. A student must remove an incomplete before proceeding to the next semester.

Third semester requirements include current adult, child, and infant CPR and AED certification from the American Heart Association. Current required laboratory tests (titers) and required immunizations.

All third semester OTA core courses, OT 216L, OT 240, OT 242, OT 244, and OT 246, and OT 214L must be completed in order to progress to the fourth semester OTA core courses.

- Level II fieldwork OT 260L and OT 262 meet the criteria established in the Accreditation Council for Occupational Therapy Education (ACOTE) Standards. Students must go prepared to the Fieldwork Level II site for a minimum of 16 weeks (640 hours). **Availability** of appropriate sites will play a role in placements.
- Fieldwork Level II must be completed within 20 months of completing Level II Fall coursework in order to ensure continuity of academic concepts. Each student will be given a Fieldwork Manual which can be used as a guide to success in meeting Fieldwork I and Fieldwork II requirements
- Students who do not successfully complete Level II Fieldwork will be given one additional opportunity for a total of three site placements. Failure to complete these affiliations will result in the termination of OTA student from the OTA program and delayed graduation.

## REQUIREMENTS FOR CONTINUATION IN THE OCCUPATIONAL THERAPY ASSISTANT PROGRAM

1. In order to continue in the program, students must maintain a grade of “C” (75) or better in each consecutive Occupational Therapy Assistant course as well as non-OTA courses in the degree plan. If these requirements are not met, the student will be asked to leave the program.

2. Students who do not successfully complete the Level 1 Fall Core Courses may subsequently reapply within one academic year but will be competing with the next group of students.

3. Students who withdraw or fail an OTA course (“D+”, “D”, or “F”) may repeat the course only once in an effort to receive a grade of “C” or better. Students entering or reentering the OTA program do so under the current catalog guidelines.

4. Students must keep current required laboratory tests on file: tuberculin skin tests (PPD) after July 1 each year, Td immunization or booster within last 10 years, MMR vaccine for individuals born after 12/31/56, Rubella Titer, Hep B Vaccination recommended, Varicella Titer, and immunizations required by fieldwork site. It is also required to provide proof of current American Heart Association Healthcare Provider (Adult, Child, and Infant CPR Certification).

5. Student must demonstrate appropriate professional behaviors as evidenced by passing the minimum requirements on the Professional Behavior Evaluation

completed each semester.

6. \* **OTA Clinical Competency Policy** Students must pass the clinical competency skill assessment with a “C” (75) or better in order to progress into Fieldwork Level II.

This is a scored, not a “Pass/Fail” competency. Initial skills are assessed in OT 140L. Student will receive earned grade in OT 140L that reflects the student’s first attempt. Should the student’s clinical assessment score combined with their academic work result in a failing score the student will fail the course. However, if the combined grade for OT 140L is passing, the student will be given the opportunity to demonstrate competency in the clinical assessment. Only students who pass OT 140L are given subsequent opportunities to achieve clinical competency should they fail their initial attempt. Once clinical competency is achieved the assessment result will be placed in the student’s permanent file.

### SPECIAL REQUIREMENTS FOR RE-ENTRY INTO OTA CORE COURSES

Re-entry students are required to attain a “C” or higher in all OTA courses. Students may repeat the course only once and earn a grade of “C” or better. The repeating of a course would occur the following year, when the course is offered. In the case of deficient grades, students are permitted to repeat only one OTA course. Students who fail an OTA course the second time or those who fail **two** separate OTA courses are permanently dismissed from the OTA program. For any extenuating circumstances, contact the program director. To be considered for re-entry, re-entry student will:

1. Submit a completed OTA application along with petition requirements on the second page for the OTA Review Committee if the student has previously withdrawn from the program, withdrawn from or failed OTA courses. The petition must address the student’s academic standing at the time of any OTA course withdrawal and/or circumstances surrounding any OTA course failure. It should document what action the student is taking to improve his/her academic success should he/she be approved to re-enter OTA core courses. Petition application are due by application deadline.
2. Document completion of required degree plan courses up to the desired level of admission with an overall 2.50 or higher GPA (excluding developmental courses) and a grade of “C” (75) or higher in each Occupational Therapy Assistant course. Failing grades in OTA courses to be repeated are not computed in the GPA. There will be a 0.25 GPA deduction applied due to previous enrollment in the OTA core courses. This is to give slight advantage to students who have not already had the opportunity for enrollment in these OTA core courses.
3. If not enrolled in the OTA program for a period of up to two years, students, along with application for re-entry, will take OTA program competency exam to include both written and clinical skills and pass with a 75 or better. This will provide documentation of retention of knowledge to the review committee. If student has been out of OTA program for a period of two or more years, the student will be required to re-enter the program at the Level 1 fall semester OTA core courses.
4. Students with a total of 8 or more OTA course withdrawals with the past 2 years will not be considered for re-entry into the OTA program.

2021-2022

**Occupational Therapy Assistant**  
Associate of Applied Arts and Sciences

Faculty Advisor	Student Name	Academic Advisor	
575.624.7266		575.624.7379	
Office Number	Student ID Number	Date Number	Office

**Advisor's Notes/Recommendations:**

- The A.A.S. Degree in Occupational Therapy Assistant transfers into a Bachelor of Applied Arts and Sciences program at ENMU.
- In order to improve student success probability and reduce unnecessary attrition, all students must take the University Skills Placement Test prior to entering the program.
- All lectures and corresponding labs must be taken simultaneously.
- Student must have an **ENMU Campus System** cumulative grade point average of 2.5 in order to meet graduation requirements.
- Submit a Graduation Application before the close of the semester preceding the expected completion date.
- **Must have current Basic Life Support Certification Card through the American Heart Association prior to taking level 1 courses.**

**Program Requirements:**

- Students enter or REENTER the OTA program under the **CURRENT** Catalog.
- All fieldwork must be completed within 20 months following completion of Level II Fall OTACore Courses.
- **MANDATORY DRUG SCREENING and BACKGROUND CHECK** is required during the first week of the program and will be scheduled by the Division of Health faculty. Students must pass the mandatory drug screening to remain in the program. Students exhibiting signs of impaired clinical judgment related to suspected use of chemical substance, legal or otherwise, will be removed from the classroom, laboratory, or clinical setting immediately. Appeals can be made according to the process outlined in the Student Handbook.
- All first year (level I) required courses must be completed in order to enroll in OT 214, 216, 240, 242, 244, 246 and/or to progress to second year (Level II). All OTA Classes and Non-OTA classes must be complete before progressing into Level II Spring OTA courses.
- A grade of "C" or better in all courses listed in degree plan.
- A failed or attempted OTA course must be repeated during the next semester the course is offered pending re-entry into program.

Progression into the Occupational Therapy Assistant Program (OTA) is a competitive application process. Declaration of a major does not guarantee acceptance into the OTA Program. Suggestion: all non-occupational therapy assistant courses may be taken before OTA courses sequence (including summer session).

	Grade	Sem.	Grade	Sem.	Grade	Sem.
Writeplacer	<b>ENG 093</b>		<b>ENG 096</b>		<b>ENG 098L</b>	
Math	--	--	<b>MATH 094/095</b>		<b>MATH 097/098</b>	

OTA Credits: 49

Non-OTA Credits: 26

Total Hours Required for Degree (Including First Year Courses): 75

Note: **Courses titled in bold type represent general education requirements.**

\*Preadmission / Prerequisite / Co-requisite required: See list below

First Year Course Requirements – Grade of "C" or better; Must have minimum 2.5 GPA in these courses to apply:	Credit Hours	Grade	Semester
--	-----------------	-------	----------

<b>ENGL</b>	<b>1110</b>	<b>Composition I</b>	3 hrs.		
<b>PSYC</b>	<b>1110</b>	<b>Introduction to Psychology</b>	3 hrs.		
<b>SOCI</b>	<b>1110</b>	<b>Introductory Sociology</b>	3 hrs.		
<b>Math</b>	<b>1130</b>	<b>Survey of Mathematics</b>	3 hrs.		
<b>BIOL</b>	<b>2210+L</b>	<b>Human Anatomy and Physiology I</b>	4 hrs.		
Taken in First Semester of Level 1 Core Courses or prior to progression into program:			<b>Credit Hours</b>	<b>Grade</b>	<b>Semester</b>
<b>OT</b>	<b>101</b>	<b>Orientation to OT</b>	2 hrs.		
		<b>Approximate Total (OT 101)</b>	<b>16/18 hrs.</b>		

Fall Semester (First Semester Level I Fall OTA Core Courses)			Credit Hours	Grade	Semester
*PSYC	2120	Developmental Psychology	3 hrs.		
<b>BIOL</b>	<b>2225+L</b>	<b>Anatomy and Physiology II + Lab</b>	4 hrs.		
*OT	110L	Therapeutic Media	2 hrs.		
*OT	112	Applied Communication in OT	2 hrs.		
*OT	114L	Fieldwork I-A	1 hr.		
*PHIL	<b>2113</b>	<b>Ethics</b>	3 hrs.		
		First Semester Level I Approx. Total (OT 101)	<b>15/17 hrs.</b>		

Spring Semester (Second Semester Level I Spring Core Courses)			Credit Hours	Grade	Semester
*OT	118L	Therapeutic Media II	2 hrs.		
*OT	120	Principles of OT	3 hrs.		
OT	130	Kinesiology	3 hrs.		
*OT	140L	Therapeutic Techniques	3 hrs.		
*OT	116L	Fieldwork I-B	1 hr.		
		Second Semester Level 1 Total	<b>12 hrs.</b>		
Fall Semester (Third Semester Level II Fall Core Courses)			Credit Hours	Grade	Semester
*OT	216L	OT Shop Techniques	2 hrs.		
*OT	240	OT in Gerontology	2 hrs.		
*OT	242	OT in Physical Disabilities	3 hrs.		
*OT	244	OT Psychosocial Dysfunction	3 hrs.		
*OT	246	OT in Pediatrics	3 hrs.		
*OT	214	Fieldwork I-C	1 hr.		
		Third Semester Level II Total	<b>14 hrs.</b>		
Spring Semester (Fourth Semester Level II Spring Core Courses)			Credit Hours	Grade	Semester
*OT	250L	Occupational Therapy Seminar	2 hrs.		
*OT	260L	Fieldwork II in Psychosocial Dysfunction	7 hrs.		
*OT	262L	Fieldwork II in Physical Disabilities	7 hrs.		
		Fourth Semester Level II Total	<b>16 hrs.</b>		

**\*Preadmission/Prerequisite/Co-requisite:**

*ENGL 1110		Composition I <b>Prerequisite: Satisfactory ACT scores or Placement Exam scores. Must pass with a 'C' or better.</b>	
*Math 1130		Survey of Mathematics <b>Prerequisite: Satisfactory ACT scores or Placement Exam scores. Must pass with a 'C' or better.</b>	
*PSYC 1110		Introduction to Psychology	
*SOCI 1110		Introduction to Sociology	
* PHIL 2113		Ethics	
* BIOL 2210+L		Human Anatomy of Physiology I+L	<b>Prerequisite: OT 130</b>
* BIOL 2225+L		Human Anatomy of Physiology II+L	<b>Prerequisite: BIOL 2210+L; OT 130</b>
OT	101	Orientation to Occupational Therapy	
OT	110L	Therapeutic Media	<b>Corequisites: OT 101 <u>and</u> OT 114L</b>
OT	112	Applied Communication in OT	<b>Corequisite: OT 101</b>
OT	114L	Fieldwork I-A	<b>Corequisites: OT 101 <u>and</u> OT 110L</b>
OT	118L	Therapeutic Media II	<b>Prerequisite: OT 110 L Corequisite: OT 120</b>
OT	120	Principles of OT	<b>Prerequisite: OT 101</b>
OT	130	Kinesiology	
OT	140L	Therapeutic Techniques	<b>Prerequisite: OT 110L</b> <b>Corequisites: OT 116L <u>and</u> OT 118L <u>and</u> OT 120</b>
OT	116L	Fieldwork I-B	<b>Prerequisite: OT 114L. Corequisite: OT 120</b>
OT	216L	OT Shop Techniques	<b>Prerequisites: OT 120 <u>and</u> OT 140L</b>
OT	240	OT in Gerontology	<b>Prerequisites: OT 120, OT 140L <u>and</u> PSYC 2210</b> <b>Corequisites: OT 216L, OT 242 <u>and</u> OT 244</b>
OT	242	OT in Physical Disabilities	<b>Prerequisites: OT 120 <u>and</u> OT 140L</b> <b>Corequisites: OT 216L <u>and</u> OT 244</b>
OT	244	OT Psychosocial Dysfunction	<b>Prerequisites: OT 110L, OT 112, OT 118L, OT 120, PSYC 1110 <u>and</u> PSYC 2210</b>
OT	246	OT in Pediatrics	<b>Prerequisites: OT 101, OT 110L, OT 118L, <u>and</u> OT 120</b> <b>Corequisites: CD 203, OT 242, <u>and</u> OT 244</b>
OT	214	Fieldwork I-C	<b>Prerequisite: OT 116L</b>
OT	250L	Occupational Therapy Seminar <b>Prerequisite: Successful Completion of all academic coursework</b>	
OT	260L	Fieldwork II in Psychosocial Dysfunction <b>Prerequisite: Successful Completion of all academic coursework with the exception of OT 250L</b>	
OT	262L	Fieldwork II in Physical Disabilities <b>Prerequisite: Successful Completion of all academic coursework with the exception of OT 250L</b>	



## **TEACHING / LEARNING EXPERIENCE**

The OTA program consists of lecture, laboratory, and supervised Level I and Level II Fieldwork.

## **GRADING STANDARDS**

All courses within the OTA curriculum, without exception, must be completed with the award of the grade “C” (75) or higher. The following is the official method of grading with no:

90-100	=	<b>A</b>
80-89	=	<b>B</b>
75-79	=	<b>C</b>
65-74	=	<b>D</b>
0-64	=	<b>F</b>

## **TEST REVIEW**

It is the policy of the OTA Program that tests will not be returned to students. Test review will be at the discretion of individual faculty.

## **ADVISEMENT AND MENTORING**

All students are assigned an OTA faculty advisor upon admission to the OTA Program. The student is responsible to make an appointment and meet with one's assigned OTA faculty advisor **at least once per semester**. The student is to bring in an unofficial copy of their transcript to each meeting. The second meeting will include review of the Professional Development Plan. The OTA program Fieldwork Coordinator along with the faculty will assist in advising throughout fieldwork. During Level II Fieldwork students are required to contact the Fieldwork Coordinator on a weekly basis. Advising documentation is placed in student's personal files. The student is strongly encouraged to communicate with his/her advisor when he/she is experiencing difficulty. OT faculty will assist with planning schedules and make referrals to Student Services, Financial Aid, and other services as needed. Students should schedule meetings during regular office hours.

## **FACULTY OFFICE HOURS**

Individual office hours for each faculty are posted on faculty members' office door.

## **STANDARDS OF BEHAVIOR**

It is expected that each student will become familiar with and adhere to the Standards of Behavior as defined in the Eastern New Mexico University - Roswell Student Handbook. This handbook is available to students free of charge and can be obtained from Student Services or accessed. Violation of any standard will not be tolerated and may result in a wide range of disciplinary actions. Plagiarism, cheating, and/or any form of dishonesty are considered unacceptable behaviors. Please review the section in the Student Handbook addressing academic integrity and forms of plagiarism. Other unacceptable behaviors are also described in the Eastern New Mexico University-Roswell Student Handbook in the Standards of Behavior section. The ENMU- Roswell campus provides an environment

conducive to learning. Students must feel safe in their academic pursuits. In any academic setting, students should be able to engage in a free exchange of ideas. Any disruptive behavior offends the academic community and is unacceptable.

Disruptive behavior includes, but is not limited to, inappropriate dress, offensive or intimidating statements or actions, physical abuse, or intoxication. The instructor is the sole judge of what is appropriate in his/her class and may remove an individual who is negatively affecting the learning process. If the infraction is severe, the administration may remove the individual from the institution. Each student is expected to be familiar with and adhere to clinical site policies and OTA course policies. Course policies as written in each syllabus will be discussed during orientation time for each OTA course. (Reference: [ENMU-Roswell Student Handbook](#)-Standards of Behavior and Academic Integrity sections).

## **ACADEMIC INTEGRITY**

### **PLAGIARISM POLICY**

According to the [ENMU-Roswell Catalog](#) (Academic Integrity Section) and the [ENMU-Roswell Student Handbook](#) (Standards of Behavior Section) “Plagiarism includes but is not limited to offering the work of another as one’s own; offering the work of another without proper acknowledgment; and/or failing to give credit for quotations or essentially identical expressions of material taken from {any source including but not limited to: the Internet, books, encyclopedias, magazines, reference works, term papers, reports, or writings of another individual.” If a student has over 30% on Safe Assign, it is considered plagiarism.

### **CHEATING BEHAVIOR**

Cheating behavior includes but is not limited to:

- a. Dishonesty of any kind on examinations, quizzes, written assignments, and projects;
  - b. Unauthorized possession of examinations, quizzes, or instructor records;
  - c. Use of unauthorized notes or information during an examination, quiz, or exercise;
  - d. Obtaining information during an examination or assignment from another individual and/or assisting others in cheating, this applies to sending or receiving information via technology;
- 
- e. Alteration of grades or any information on an examination, an assignment, or records of the instructor or college;
  - f. Illegal entry or Unauthorized presence in an office of the college or residence of an instructor, or unauthorized access to grade records or examination and assignment requirements;
  - g. Any act of fraud or misrepresentation.

### **CONSEQUENCES FOR PLAGIARISM OR CHEATING**

Consequences range from a failing grade, zero credit for the assignment, failing grade in the course, to dismissal from the university.

The grievance procedures are listed in the [ENMU-R student handbook](#). The following is

an outline representation of this section of the Student Handbook as it applies to students enrolled in the OTA Program:

Disciplinary Appeal:

- A. Student requests conference with involved OTA instructor(s).
- B. If the issue is not resolved, the student requests a conference with the OTA Program Director.
- C. If the issue is not resolved, the student requests a conference with the Division of Health Assistant Vice President.
- D. If the issue is still not resolved, the student requests a Hearing with Academic Standards Committee and submits a written appeal describing reasons for appeal.
- E. If the issue is not resolved, the student may request a conference with the Vice President of Student Affairs.

Academic Appeal:

- A. Student requests conference with involved OTA instructor(s).
- B. If the issue is not resolved, the student requests a conference with the OTA Program Director.
- C. If the issue is not resolved, the student requests a conference with the Division of Health Assistant Vice President.
- D. If the issue is still not resolved, the student requests a Hearing with Student Disciplinary Committee and submits a written appeal describing reasons for appeal.
- E. If the issue is not resolved, the student may request a conference with the Vice President of Student Affairs.

(Reference: ENMU-Roswell Student Handbook-Appeal Procedures)

**GUIDELINES AND RESPONSIBILITIES FOR OTA STUDENTS**

- Students will be required to review and sign a statement of understanding and acceptance of policies and procedures set forth in the OTA Program Handbook and the ENMU-R Student Handbook.
- Students are responsible for their mastery of knowledge and skills. Students are required to maintain the academic standard; to pass all required occupational therapy program course work with a minimum of “C” (75).
- Should performance fall below this level in any of the courses it is solely the student’s responsibility to initiate the appropriate activities needed to resolve deficiencies in any area. Students who have been made aware of any declining/failing grades should contact the instructor for that material as soon as possible in order to develop action plans and or strategies to remediate deficiency and attain success.
- Students must remain in good standing with the University academically and must meet their financial responsibilities, paying all tuition and fees within appropriate

time frames.

- Technologic Requirements for OTA Program: Microsoft Word is the only accepted word processing format for written assignments. The student will need email and internet access. Courses may have Canvas web supplements. All email correspondence between students and faculty will be done through the web supplement or campus email addresses. Personal email will not be used for correspondence. High speed internet connection facilitates access to and use of Canvas. Wireless high-speed internet access is available on campus. There are several computer labs available for student use if you do not have a computer or internet access. It is recommended you become familiar with these labs as online computer assignments may be required in some courses. Unless approved, the use of any electronic devices in class or fieldwork is prohibited. (i.e. iPad, Tablets, Laptops, Wearable technology that can record, receive or send text messages) . Classroom computers are available for student use. Cameras are allowed to be used by the OTA class Historian, with permission of the course instructor.
- Students are required to be familiar with and abide with the information concerning policies procedures and regulation found in The Eastern New Mexico University-Roswell Catalog and ENMU-R Student Handbook. Any violation will result in disciplinary actions as defined by said policies and procedures.
- Students are required to abide by and be knowledgeable with information regarding policies procedures and regulation found in the Eastern New Mexico University-Roswell Occupational Therapy Assistant Program Handbook. Any violation will result in disciplinary actions as defined by said policies and procedures.
- As part of the degree plan requirements students are encouraged to take the CAAP test prior to completion of the course work. This is usually done in the third or fourth semester of the program.

## **CODE OF ETHICS**

Faculty and students of ENMU-R OTA Program are required to demonstrate awareness, understanding and conduct consistent with the Code of Ethics of the American Occupational Therapy Association (2020) (APPENDIX F).

## **CODE OF CONDUCT/PROFESSIONAL BEHAVIOR EXPECTATONS**

Entry-level and experienced occupational therapy practitioners are required to demonstrate a high level of professionalism. The ENMU-R OTA faculty believes that an occupational therapy assistant student should display professional attributes. These attributes are considered as important as academic achievements and will be considered when evaluating the student during the course of the program. The faculty also believes that mentoring a student is just as valuable as classroom/fieldwork instruction.

Students enrolled in the occupational therapy assistant program are expected to develop and demonstrate behaviors and attitudes consistent with those of the profession. Students are expected to demonstrate professional behaviors necessary for occupational therapy practice both on campus and during off-campus fieldtrips and field based experiences. In addition to ENMU-R Student Handbook and the OTA Student Handbook, specific documents which address professional behaviors specific to occupational therapy include AOTA Standards of Practice and the AOTA Code of Ethics.

The Professional Behavior Assessment sets forth the expected behaviors and attitudes specific to the OTA student. The assessments are at least 20% of the calculated grade for fieldwork classes. A cumulative score of 40 points in the first semester, 80 points in the second semester and 120 points in the third semester must be achieved in order to continue in the OTA program. Each semester, the students will be evaluated using this assessment. These assessments are a permanent part of the student's academic file. The student and the student's academic advisor review these documents and use them as a tool to evaluate and facilitate the student's professional growth. Students are expected to use these reviews to increase their professionalism throughout the program. Refusal to accept constructive input and/or failure to improve behavioral deficiencies over time may result in dismissal from the program.

In interactions with peers, faculty, university personnel, and recipients of occupational therapy services, it is expected that a concern and respect for the rights, dignity, and contributions of the other individual(s) should be evident, regardless of differences. Indeed, an ability to understand the beliefs, attitudes, and values of other individual and to value their contribution is critical to the success of the OT professional.

Actions which violate expected Professional Behaviors and ethics include, but are not limited to:

- Exhibiting behaviors which interfere with the instructor's ability to teach and/or other students' ability to learn.
- Behaviors which shows a lack of respect for the rights, dignity, and contributions of other individuals including peers, faculty, university personnel, fieldwork supervisors, and recipients of occupational therapy services.
- Violations of the American Occupational Therapy Association's Code of Ethics
- Any breach of confidentiality. Any violation of the Health Information Portability and Accountability Act (HIPAA) rules. Students are not to discuss patients/clients outside the classroom.
- Maintaining an inappropriate overly-confident (know it all) attitude after being counseled concerning such behavior.
- Defensive, aggressive, manipulative behaviors as reported by faculty, classmates, fieldwork staff, and/or patients after being counseled concerning such behaviors. Example: blaming and failure to assume responsibility for own actions.
- Displaying rejecting, rude, uncivil, disrespectful, derogatory, judgmental behaviors towards patients or their family members, classmates, fieldwork staff and / or faculty after being counseled concerning such behaviors.
- Unsafe treatment or handling; excessive strength (roughness) and carelessness.
- Inappropriate physical contact with patients, family members, classmates,

faculty, fieldwork staff, and/or any persons in the fieldwork environment.

- Inappropriate communication. Examples include:
  - Continuing to use social or vernacular language when therapeutic or medical based language is required.
  - Failure to give other communicants an opportunity to speak and not properly considering their statements or opinions.
  - Remaining silent when asked for a specific verbal response.
  - Making rambling, non-specific and non-clinical statements when specific statements are required.
  - Deliberately distorting and misinterpreting guidance, instructions or counsel.
- Cheating and/or dishonesty in any form, including:
  - Unauthorized use of resources during an exam,
  - Taking answers from another individual's exam,
  - Altering an exam or the answers on the exam after it has been graded (without prior authorization of the instructor)
  - Removing from the premises either all or part of an examination either physically or in an altered state.
  - Copying assignments of another student
- Unauthorized use of another's ideas, written work, exams, or assignments (plagiarism).

## **DISCIPLINARY ACTION**

Disciplinary action as a result of the above-noted behaviors will be commensurate with the frequency and type(s) of behavior, and may range from a verbal discussion to a written warning to suspension to receiving an "F" grade in the course to dismissal from the OTA Program.

Documentation of deficiencies are assessed on the students' Professional Behavior Assessment Evaluation. In the case of a violation of the AOTA Code of Ethics, two documented violations will be grounds for automatic dismissal from the OTA Program.

In any situation where a student is facing dismissal from the program for any reason other than academic performance, academic misconduct, or behaviors/activities that are harmful in nature, the following is the sequence of steps that are followed:

1. Student receives verbal counseling by OTA faculty regarding specific behaviors and attitudes, and a specific plan of action to remediate the issue is defined.  
Documentation of counseling is placed in the OTA students' file.
2. If the issue(s) continues, the student receives a written warning that include specific corrective plan of action with a defined time line. The defined time line is intended to provide the student with adequate time in which to demonstrate the desired behaviors on a consistent basis. Additionally, documentation of deficiencies are assessed on the students' Professional Behavior Assessment Evaluation.
3. If the student still fails to correct the deficiencies, student is dismissed from the OTA Program by a majority vote of the permanent full-time and part-time OTA faculty.

Extreme instances of inappropriate behaviors may result in immediate suspension or dismissal from the OTA Program and may also constitute violations of the ENMU-R Student Handbook. Two documented violations will be grounds for automatic dismissal from the OTA Program.

IN THE EVENT THAT A STUDENT ENGAGES IN ACTIVITY THAT MAY BE HARMFUL TO ANOTHER INDIVIDUAL'S SAFETY AND/OR WELLBEING, THE PROGRAM FACULTY, DEPARTMENT ASSISTANT VICE PRESIDENT, AND VICE PRESIDENT OF ACADEMIC AFFAIRS RESERVE THE RIGHT TO TAKE IMMEDIATE DISCIPLINARY ACTION THAT MAY RESULT IN DISMISSAL FROM THE PROGRAM. Any student who is dismissed for the OTA Program in accordance with this procedure may appeal as outlined in the ENMU-R Handbook.

## **ATTENDANCE**

Monitoring of attendance is mandated by the University. The curriculum of the Occupational Therapy Assistant Program is intensive. Attendance at all classes is considered an aspect of professional behavior, professional responsibility and individual dependability. Students are expected to attend and participate in all scheduled sessions of courses (lectures, laboratory activities, field experiences, fieldwork experiences) in which a student is enrolled as well as additional co-curricular events as required. Classes are intended to enhance the student's understanding of concepts by providing information, in-depth explanations and 'hands-on' learning that cannot be gleaned from reviewing lecture notes and textbooks. As occupational therapy assistant students, the responsibility for attendance at educational and professional activities is expected to be a high priority in the student's time management.

When a student is unable to be present in class the policy is for the student to notify the faculty course director by phone and email prior to the start of class. Notification is required and does not indicate an excused absence. Students who fail to notify the faculty course instructor will be subject to the consequences of an unexcused absence.

Students who miss a class (excused or unexcused) in which a graded activity has been planned by the faculty course instructor will receive a zero for the grade (e.g., in-class activity, quiz).

In the event of a medical absence it is the responsibility of the student to obtain a medical release form from their health care provider and submit to the course instructor and or OTA Program Director for an excused absence. Each faculty course instructor will indicate student notification policies for specific courses in the syllabi.

No classes, in the OTA program or otherwise, may be missed for the purpose of fulfilling Fieldwork assignments.

Students are not allowed to bring visitors (children or adults) to class, lecture, or lab.

## **EXCUSED ABSENCES**

An excused absence may be requested when circumstances require a student to miss a

scheduled class session. An excused absence will be given by the Occupational Therapy Assistant Program for attendance at professional, community, or institutional events considered beneficial to the student's education or for extenuating personal circumstances. Excused absences will not be considered as a reason for lowering a final course grade for professional behavior or other punitive grading actions if missed work is submitted based on the procedure established by the OTA Program. Students are to complete the Excused Absence Form (APPENDIX C) as part of the approval process. Examples of events which may be considered excused absences include but are not limited to:

- documented medical situation for the student or an immediate family member
- attendance at professional conventions
- jury duty or court proceedings
- birth of a child
- bereavement
- service on ENMU-R or OTA club committee
- participation in pre-approved community service event

Each request for excused absence will be considered separately and on its own merit. Students must provide a written request for consideration of excused absence to the faculty and OTA Program Director for review.

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Students are responsible for making up all work missed as a result of excused absences. The student is responsible for contacting each faculty course instructor for work missed and expected completion dates for missed work. Missed work not completed according to the established plan with the faculty course instructor will result in an assignment grade of zero. Students should contact the faculty course instructor(s) the week before a scheduled excused absence and within twenty-four hours after returning from an excused absence.

- An unexcused absence is any absence not deemed an excused absence by the criteria above. Each unexcused absence will result in a ten percent deduction from Classroom Participation grade.

## **TARDY POLICY**

Promptness is an expectation of the healthcare practitioners. As a result, promptness is also required of the occupational therapy assistant student. Not only does tardiness in class disturb the lecturer and student body, it reflects a lack of professionalism. Repeated tardiness to scheduled course sessions will be brought to the attention of the OTA Program Director and will likely have negative impact on the student's professionalism rating.

Students are expected to arrive to their scheduled class sessions, organized and prepared to learn by the time the class is scheduled to start. If a student arrives to class after the class has begun he/she will be subject to receipt of an "unexcused tardy." Receipt of two unexcused incidences of tardiness equates to one unexcused absence which will ultimately impact the final course grade. A tardy is defined as arriving any time after the scheduled beginning of class time or returning late from a faculty course instructor authorized class break. Faculty course instructors are expected to track and document attendance and provide notification of tardiness and unexcused absences to the OTA Program Director.



## CELL PHONE / SMART WATCH POLICY

Cell phones / Smart watches are not to be accessible during class time, exam times and when attending Fieldwork. All cell phones will be turned off and put away during class time. They may be used during approved breaks. If there is an emergency for which you must have your cell phone either on or visible and accessible, it must be pre-approved with your instructor. Use of any electronic devices in class or fieldwork must be approved by the instructor. Students are not to receive personal calls unless it is an emergency.

## DRESS CODE

Students are expected to dress appropriately when in class and in fieldwork. It is the philosophy of the program that professional demeanor is reflected in the presentation of the OTA student. A conservative use of jewelry, hair color, and clothing selection is encouraged. Clothing or jewelry having caricatures, messages, symbols, etc., that can be construed based on societal norms to be vulgar, offensive, or contribute to creating a hostile learning environment is considered unacceptable attire that is subject to review and action by the OTA faculty and/or OTA Program Director. Unless otherwise instructed by the instructor of record, students on fieldwork or class assignments outside of the classroom are expected to conform to the following requirements for classroom/lab/fieldwork:

- Identification: ENMU-R OTA Program name tag should be worn at all times.
- Clothing:
  - In class/lab, student's slacks and shirts should be clean and in good condition with no evidence of tears or frays. Students may wear denim with no frays. Clothing should be non-offensive, conservative, not revealing midriff, buttocks, cleavage, or underwear. Legging/Jeggings are not to be worn as substitute for slacks. Scrubs are allowed but must be appropriate fitting.
  - Appropriate underwear, stockings, or socks; women must wear a bra.
  - Fieldwork Level I and Level II: **Absolutely NO denim** shall be worn. Slacks and shirts should be clean with no evidence of tears or frays. Polo shirts are recommended. ENMU-R OTA Program name tags are required to be worn by students. Clothing should be conservative, not revealing midriff, buttocks, cleavage, or underwear. Leggings/Jeggings are not to be worn as substitute for slacks.
  - Fieldwork Level I and Level II: Facilities may allow students to wear scrubs.
- Closed-toed and closed-heel shoes required to be worn in all settings.
- Jewelry Students may not wear any pierced jewelry except for one-two earrings in the lower ear lobes. Only one studded piercing per ear. Ear plug jewelry and gauges are not allowed. Jewelry is limited to watches, wedding band and stud earrings, no hoops or dangles. All jewelry will be minimal and conservative.
- No hats.
- Hair: Hair should be off the face and shoulders (i.e. ponytail) when in lab and providing patient care. It is required that hair color be

- conservative.
- Facial hair should be closed cut and well maintained.
- Tattoos must not be visible.

## **HYGIENE**

The acceptable rules of personal hygiene for the classroom/lab or fieldwork setting are to be observed by all OTA students:

- Daily bath
- Daily use of deodorant is essential.
- Clothing; clean, fresh, and in good condition
- Clean breath, please use mouthwash or have breath mints with you
- Clean hair
- Fingernails: Nails will be clean and cut short. Artificial nails are not to be worn.
- Offensive body odor (please use deodorant), mouth odor (are not appropriate).
- Perfume, cologne, or aftershave is not allowed.

Extra hygiene measures need to be taken by persons who smoke. Fabric freshener may be needed if student's clothing is exposed to cigarette smoke.

Inappropriate attire/hygiene in a fieldwork setting will result in removal from that setting until the student corrects his/her dress/appearance.

## **SOCIAL MEDIA**

When you publish content or information using a public setting, it means that you are allowing everyone, to access and use that information, and to associate it with you (i.e., your name and profile picture). In interactions with peers, faculty, university personnel, and recipients of occupational therapy services, it is expected that a concern and respect for the rights, privacy, dignity, and contributions of the other individual(s) should be evident, regardless of differences. HIPAA and FERPA rules apply to the use of technology in the classroom and during fieldwork experiences.

## **RECORDING OF CLASS LECTURES**

Students are not allowed to record any OTA course without referral from Special Services. Lecture content recorded by students who receive permission from Special Services are not permitted to share the recorded lectures or content with other students. Students are to return all recorded lecture materials at the conclusion of each semester. The student's written request to record lectures and the signed recording policy form will be placed in the student's confidential file.

## **RECORDING - Reasonable expectation of privacy**

Students are not allowed to record any face-to-face, or telephone conversations of Peers, Faculty Members, Staff, or Administrators without the knowledge and signed consent of **all** parties. The use of any device to overhear or record communications without the signed consent of **all** parties engaged in the communication is considered an

infraction and may result in a wide range of disciplinary actions as outlined in the ENMU-Roswell Student Handbook and OTA Program Handbook.

## **HEALTH POLICY**

Increased exposure to a variety of illnesses is part of working as a health care provider and students will receive instruction in the theory and practice of infection control precautions and barrier techniques. These precautions and techniques are to be followed in all areas of the program. Students will be provided a list of the required immunizations and titers prior to enrollment in nursing clinical courses.

Students are expected to inform their instructors of any physical and/or mental health condition or change in health condition that may jeopardize the health of one's self or others in academic and/or clinical settings. Students will not place themselves or others at unusual risk of injury or disease. Violation of this policy may result in dismissal from the OTA Program.

Students are responsible for their own health insurance. Unless there are special circumstances, only emergency medical care at the students' expense will be provided for incidents in the clinical area. Proof of medical insurance is required by some of the agencies/facilities used for clinical experiences.

Any infraction of the above policies will be brought to the attention of the student. Should the student fail to remediate, the infraction will be brought in writing to the OTA program director who will counsel the student. This may lead to an unsatisfactory Professional Performance evaluation until it is remediated.

## **PREGNANCY POLICY**

A pregnant student is required to meet all course/program outcomes including attendance. As a point of information, the pregnant student is reminded of the many contaminants present in the clinical area(s) that could adversely affect the fetus. The student is hereby advised to contact her obstetrician, once the pregnancy has been confirmed, to ensure that there are no medical concerns/limitations. If medical concerns/limitations occur, it is recommended that the student contact the OTA Program Director and or Academic Fieldwork Coordinator of a pregnancy to ensure appropriate accommodations can be made, if necessary.

See Disciplinary Policy for any infraction of the above policies.

## **STUDENT HEALTH INSURANCE**

Liability Insurance is provided by ENMU-R. All other requirements are the fiscal responsibility of the student. It is strongly recommended that students carry personal health insurance; any health care costs incurred while the student is enrolled at ENMU-R are the responsibility of the student.

## UNIVERSAL PRECAUTIONS

It is the policy of the OTA program that prior to beginning fieldwork placements, all occupational therapy students are required to review specific guidelines on universal precautions and prevention and control of blood-borne pathogens as mandated by OSHA. The Academic Fieldwork Coordinator will schedule mandatory instruction on OSHA guidelines and requirements prior to students' assignment to fieldwork sites. All students must pass a written exam on precautionary measures pertaining to blood-borne pathogens prior to the start of fieldwork assignments. The student is responsible for following OSHA Guidelines for universal precautions at the fieldwork site to include proper handwashing techniques, use of gloves, care of sharp objects, use of eye wear, protective clothing, and other precautionary measures as appropriate. Student knowledge of and compliance with these guidelines will be a competency which must be met prior to placement in fieldwork assignments.

## CARDIOPULMONARY RESUSCITATION CERTIFICATION

Students are required to provide proof of current American Heart Association Healthcare Provider.

## IMMUNIZATIONS

Student must submit to the OTA Program, current required laboratory tests (titers) and required immunizations. (Immunizations are mandated by OTA Program Fieldwork Settings). It is the responsibility of the student to ensure that all records remain current. Additional information may be required by individual fieldwork sites.

### Immunization Requirements:

1. Proof of Measles, Mumps and Rubella immunization (MMR.) (Note of clarification regarding MMR documentation: If you were born prior to 1957 you need either documentation of rubella immunity, **or** documentation of immunization for rubella. If you were born after 1957 you need shot records indicating two MMR vaccinations or documentation of rubella **and** rubella immunity.)
2. Proof of Varicella (Proof of vaccination or positive titer)
3. Provide **annual** two-step TB testing.
4. Proof of current American Heart Association Healthcare Provider.
5. HEP B Vaccination recommended.
6. Apply for criminal background check.
7. Additional information and or immunizations, specific to field site requirements may also be required at the students' expense.

Failure to have documentation on file of required certifications (i.e. CPR) criminal background checks, and/or medical tests (i.e. TB, MMR, etc.) may result in the student being disqualified from participation in Level I and/or Level II Fieldwork. This also

includes additional information required from individual fieldwork sites. Fieldwork experiences missed for discrepancies in immunization requirements will be viewed as unexcused and may result in dismissal from the program.

- Fieldwork Level I is assigned the first three (3) semesters. Fieldwork I evaluations will be completed by the fieldwork site supervisor.
- Students are expected to inform Academic Fieldwork Coordinator or OTA Program Director of any physical or mental health conditions or change in health conditions that may jeopardize the health of one's self or others in academic or fieldwork settings. Students will not place themselves or others at unusual risk of injury or disease.
- Attendance and punctuality for all classes/fieldwork is the student's responsibility. Students are not allowed to bring visitors (children/adults) to class, lab, or fieldwork. If a student misses class or fieldwork days due to medical concerns, the student must bring a doctor/nurse note along with a statement that they are cleared to resume classes.

## **MANDATORY DRUG SCREENING POLICY**

Mandatory drug screening is required during the first two weeks of the program and will be scheduled by the Division of Health faculty. The fee for this drug screening will be added to the student's ENMU-Roswell account. Students must pass the mandatory drug screening to remain in the OTA program. If at any time the instructor, clinical director, program director, or other faculty member believes a student to be under the influence of intoxicants or drugs at any time during the students' duration in the program, may be pulled immediately and administered a drug test. OTA students may be selected at random for drug testing throughout the OTA Program. This may include but not limited to class lecture time, lab time, clinical time or any other time you may be representing the ENMU-R campus. Finding(s) of any substance will result in immediate disciplinary action and dismissal from the program. This is in accordance to the Eastern New Mexico University Student Handbook. This is a drug free campus and has a zero tolerance. Appeals can be made according to the process outlined in the ENMU- Roswell Student Handbook. (Reference: ENMU-Roswell 2022-2023 Catalog- Standards of Behavior, Disciplinary Appeal, and Drug Free Campus Policy and Information). See APPENDIX L for more information.

## **STANDARDS OF CARE**

Students are expected to provide professional care to **ALL** individuals in accordance with the American Occupational Therapy Association Code of Ethics.

## **CONFIDENTIALITY**

All students are required to sign a statement regarding the policy on confidentiality. Failure to maintain confidentiality may result in dismissal from the program and/or failure in an OTA course. Students will be asked to read and sign the following statement:

“Confidentiality is essential in providing patient care. Legal regulations ensure patients/clients the right to have all information remain confidential. Therefore, OTA students must be aware and maintain this confidentiality. In addition to this form I may be required to sign other confidentiality statements at fieldwork sites.

I am fully aware clients/patients, families, and health team members have the right to privacy and confidentiality of all information, either of medical or personal nature. I will not purposely divulge this information either verbally, in writing, or electronically to unauthorized persons.

I will not access patient/client information unless there is a clinical need to know as deemed necessary by the fieldwork instructor.”

The student may not access, use, disclose or reproduce any confidential patient information other than for the strict purposes outlined in the student’s fieldwork duties and at the discretion of the Fieldwork Educator. All identifying information must be blacked out, if copies are allowed. A copy of the signed confidentiality form will be kept in the OTA student’s file. (APPENDIX E) Students are expected to abide by this confidentiality policy while enrolled in the OTA program. Any violation of the confidentiality policy may result in the student being dismissed from the course, the OTA program, and/or the university.

## **MANDATORY BACKGROUND CHECK**

The background investigation will include a review of the United States Department of Motor Vehicles driver’s license status and history of citations, the United States Department of Public Safety criminal history and the United States Judiciary Data Base. The background investigation will be conducted prior to the student attending fieldwork courses. This is a requirement of several of the agencies/facilities used for clinical experiences. If the student does not pass the background investigation, the student will not be allowed to continue in the OTA courses.

Students who have a felony conviction within the past 7-years and/or a misdemeanor conviction within the past 3-years may not be allowed in clinical facilities; thus preventing the students continuance in the OTA program. Appeals can be made according to the process outlined in the ENMU-Roswell Student Handbook. The fee for this background check will be added to the student’s ENMU-Roswell account. (Reference: ENMU-Roswell 2022-2023 Catalog- Disciplinary Appeal). An additional background check may be required specific to field site requirements.

## **CRIMINAL BACKGROUND CHECKS**

The Occupational Therapy Assistant program adheres to the stipulation and guidelines of the Criminal Background Check Policy. Previous felony convictions will impact the student’s ability to become nationally certified and licensed as an occupational therapy practitioner. When there is a question in regard to criminal convictions students should contact NBCOT®(<http://www.nbcot.org>) to determine if the conviction would result in

the inability to sit for the national board following completion of the degree program. Individual licensure boards should also be contacted in regard to criminal convictions.

Any questions a candidate may have regarding whether or not there would be problems being licensed in the field in the resident state would have to be answered by the regulatory entity in that state where the candidate intends to practice. While all jurisdictions that regulate occupational therapy accept NBCOT® certification as one of the prerequisites for licensure, each makes its own decision and has its own rules and criteria for reviewing matters regarding good moral character. For additional information on licensure requirements, see <https://www.aota.org/Advocacy-Policy/State-Policy/Licensure.aspx>. Information on licensing in New Mexico can be found at:

[http://www.rld.state.nm.us/boards/occupational\\_therapy.aspx](http://www.rld.state.nm.us/boards/occupational_therapy.aspx) or  
you can e-mail them at: [occupationaltherapy@state.nm.us](mailto:occupationaltherapy@state.nm.us)

They can also be contacted by mail or telephone at: Board of Examiners for Occupational Therapy, 2550 Cerrillos Road, Santa Fe, NM 87505 Phone: (505) 476-4940 or Fax (505) 476-4645.

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### **NBCOT® CHARACTER REVIEW**

NBCOT®'s character review program serves the public interest by screening for the illegal, unethical, and/or incompetent behaviors of individuals who are yet to be certified by NBCOT®. To ensure that occupational therapy practitioners meet standards of professional conduct prior to entering the profession, all applicants for certification are required to provide information and documentation related to affirmative responses to character questions on the examination application.

Candidates applying for the NBCOT® Certification Examination for Occupational Therapist Registered OTR® (OTR) or Certified Occupational Therapy Assistant COTA® (COTA) must answer each of the following questions on the examination application:

- Have you ever been charged or convicted of a felony? (NOTE: Candidates must answer affirmatively even if records, charges, or convictions have been pardoned, expunged, released or sealed.)
- Have you ever had any professional license, registration, or certification revoked, suspended or subject to probationary conditions by a regulatory authority or certification board?
- Have you ever been found by any court, administrative, or disciplinary proceeding to have committed negligence, malpractice, recklessness, or willful or intentional misconduct which resulted in harm to another?
- Have you ever been suspended and/or expelled from a college or university?

If the answer to any of these questions is "yes," the candidate must submit the following information to NBCOT®'s Regulatory Affairs Department:

- An explanation of events regarding the incident(s) (question) to which the candidate answered "yes";
- Copies of official documentation related to the incident(s); and
- Any additional information or documentation the candidate may wish to include, such as remedial measures taken since the incident.

NBCOT® will review the information submitted on an individual basis and determine whether the incident(s) has a direct relationship to a potential violation(s) of the Candidate/Certificate Code of Conduct. If a direct relationship is found, the NBCOT®'s Qualifications and Compliance Review Committee may impose sanctions, including barring a candidate from becoming certified by NBCOT® either indefinitely or for a designated period of time. For additional information see: Procedures For The Enforcement Of The NBCOT Candidate/Certificate Code Of Conduct.

*All information must be submitted and reviewed by NBCOT® before eligibility to take the certification examination is determined.*

On the whole, an incident(s) that is more than 10 years old, where an individual can clearly demonstrate that he or she has taken remedial or rehabilitative measures to change their behavior, is generally reviewed favorably. More recent incident(s), (e.g., where an individual might still be under probationary conditions or restrictions), are reviewed with more caution and scrutiny, and may be subject to sanction by NBCOT®'s Qualifications and Compliance Review Committee.

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### **NBCOT® EARLY REVIEW**

An individual who is considering entering an educational program or has already entered an educational program can have his or her background reviewed prior to actually applying for the exam by requesting an early determination review. The fee for this review is \$225.00. In this “early determination” process, the NBCOT® may give early or prior approval to take the certification exam, as it pertains to good moral character, provided that the information reviewed is not found to be a violation of any of the principles of the Code of Conduct. The ability to download the payment form is available.

At the time an individual, who has received a favorable early determination review, applies to take the certification examination, he or she will still be required to respond to the character questions posed on the certification examination application. Provided that no additional incident(s) relating to good moral character have occurred since the favorable review, the individual will simply need to submit a statement with his or her examination application that refers to the favorable early determination and affirms that no additional incidents have been committed since the review. He or she would not be required to resubmit the information reviewed in the early determination process.

For Early Determination a candidate must submit the following information to NBCOT®'s Credentialing Services Department:

- An explanation of events regarding the incident(s) for review;
- Copies of official documentation related to the incident(s); and
- Any additional information or documentation the candidate may wish to include, such as remedial measures taken since the incident.
- <https://www.nbcot.org/-/media/NBCOT/PDFs/early-determination-review-payment-form.ashx?la=en>

### **For Additional Information**

If you have additional questions or would like additional information, you may refer to <https://www.nbcot.org/en/Students/Services>.

### **CERTIFICATION**



Graduates of the Eastern New Mexico University-Roswell Occupational Therapy Assistant 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®). When there is a question in regard to criminal convictions students should contact the National Board for Certification in Occupational Therapy (<http://www.nbcot.org>) to determine if the conviction would result in an inability to sit for the national boards following completion of the degree program.

Certification for the OTA (COTA) is conferred after the student successfully completes this examination. Most states require licensure in the state in order to practice as a COTA. The initial state license is usually based upon the results of the NBCOT examination.

## **LICENSURE**

After successful completion of this exam, the individual will be a Certified Occupational Therapy Assistant (COTA). In addition, most states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT® Certification Examination

## **DRUG-FREE CAMPUS POLICY AND INFORMATION**

ENMU-Roswell is a drug-free campus. Drug and alcohol abuse on campus poses a serious threat to the health and welfare of faculty, staff and students; impairs work and academic performance; jeopardizes the safety and well-being of other students and members of the general public; and conflicts with the responsibility of ENMU-Roswell to foster a healthy atmosphere for the pursuit of education and service.

The unlawful manufacture, distribution, dispensation, possession, or use of a controlled substance is prohibited on the premises of ENMU-Roswell, including, but not limited to its campus grounds, facilities, vehicles, or any activity held on campus premises. As a condition of enrollment, any student of ENMU-Roswell shall abide by the terms of the Drug-Free Campus Policy.

## **LEGAL SANCTIONS**

Legal sanctions will be in accordance with applicable state laws and local ordinances. Students and employees engaged in unlawful possession, distribution, or use of controlled substances may also be subject to expulsion or termination of employment and referral for prosecution for violations of the standards of conduct.

## **DRUG FREE SCHOOLS ACT 1990**

ENMU-Roswell, in compliance with the Drug Free Schools Act of 1990, has implemented a program to deter illicit possession, use, or distribution of controlled substances. ENMU-Roswell is committed to drug and alcohol education for students and staff and takes an active approach toward the health and safety of all members of the University community.

ENMU-Roswell recognizes the institution's responsibility, but also holds the

student and employee responsible for their own decisions/actions.

## **STATE AND FEDERAL LAW**

The ENMU-Roswell policy is in keeping with the education mission of the institution and applicable state laws governing controlled substances. The policy applies to the illegal possession, distribution and abuse of alcohol as defined in New Mexico statutes by both students and employees. Federal regulations prohibit possession and distribution of alcohol and illegal drugs and provide for penalties of imprisonment and fines. Specific language of the regulations can be obtained from the Office of the Vice President for Student Affairs.

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## **EDUCATION AND SUPPORT**

Eastern New Mexico University-Roswell's Division of Student Affairs offers confidential assistance to students for drug and/or alcohol prevention. These services include short-term counseling, problem assessment and referrals to outside agencies which include outpatient and self-help groups.

## **COLLEGE REGULATIONS**

No alcoholic beverages are allowed on campus (i.e., public buildings, lounges, patios, foyers, arenas, parks, parking lots and other open spaces on campus). Violators of state statutes and/or university regulations governing the possession and/or consumption of alcohol or controlled substances shall be subject to sanctions as set forth by ENMU-Roswell policy. This is in addition to the regulations and/or penalties described in the New Mexico state statutes. Residential students are individually responsible for maintaining an atmosphere and community in the residential areas that is in concert with the academic mission of the University. Drunken and/or disorderly behavior will not be tolerated.

ENMU-Roswell's Drug-Free School policy requires the Division of Student Affairs to provide each student with a copy of the policy. The program also requires each student, as a condition of enrollment, to abide by ENMU-Roswell's Drug and Alcohol Policies. Those students who receive federal or state money under Financial Aid benefits must sign a certification of awareness of the University's Drug-Free School policy and program.

## **OTA PROGRAM UNIVERSITY SPONSORED EVENT**

The unlawful manufacture, distribution, dispensation, possession, or use of a controlled substance is prohibited on the premises or university sponsored event of ENMU-Roswell, including, but not limited to its campus grounds, facilities, vehicles, or any activity held on or off campus premises. No alcoholic beverages are allowed on campus or any school sponsored activity held on or off campus premises. The University or OTA Program will not authorize the use of general student fees or other funds collected and administered by a University office or agency for the purchase, supply or serving of any alcoholic beverage. As a condition of enrollment, any student of ENMU-Roswell shall abide by the terms of the Drug-Free Campus Policy.

## SMOKE-FREE CAMPUS

ENMU-Roswell is a tobacco-free institution; therefore, the use of any form of tobacco is prohibited in ENMU-Roswell buildings and vehicles. Violations by students are to be handled according to the University's policy on discipline.

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## TESTING SERVICES

Website: <https://www.roswell.enmu.edu/testing-services/>

Location: Instructional Center, 2nd Floor, Suite 208

Telephone: 575.624.7227 / 575.624.7183

Hours:

Fall/Spring/Summer

7:30am – 5:30pm M-

TH

8:00am – 12:00pm F

**Purpose:** Provides a variety of testing assessments and examinations for ENMU-Roswell students, staff, and individuals in the community. Besides the Accuplacer University Skills Test (which is offered on computer, online nationally, and paper and pencil), Testing Services administers ENMU-Roswell University Outcomes Testing (CAAP Critical Thinking, English 104, and Post-CAAP, NOCTI), standardized national exams such as CLEP (College Level Examination Program), GED (General Educational Development) and other tests as requested by individuals and departments.

In addition to these standardized tests, Testing Services offers and provides computer based testing for the PRAXIS, MCASE (Microsoft Certified Application Specialist Exam), MSCE (Microsoft Computer Specialist Examination), FAA and the A+ Examination. In addition, Professional Prometric Center is housed in the Testing Services Department offering more than 600+ professional licensure and certification examinations such as MCAT, Promissor Insurance, USMLE-United States Medical Licensing Exam, PMI-Project Management Institute, TOEFL, IRS Special Enrollment Exam, Certified Nurses' Exam, FINRA, ASE, and the National Board of Occupational Therapy to name a few. This site is open during the week and on Saturdays by appointment only. Please visit the Testing Services Webpage for further information.

## CAMPUS SECURITY

Website: <https://www.roswell.enmu.edu/campus-security/>

Location: Security Department, Building #845 (between the IC and ITC buildings) Telephone: 575.624.7180 / 575.317.6179

Hours: On duty 24 hours a day, seven days a week including holidays

**Purpose:** Provides security for the college. The security officers can be contacted through the switchboard, or by calling (575) 624-7180. Preventing crime is a shared responsibility between the college and its campus members. *Please promptly report crime, suspicious activities that occur on campus to a security officer at (575) 624-7180, for emergencies,*

*first call 9-911, followed by notifying the Campus Security at (575) 624-7180.*

Campus statistics relating to crime can be accessed through the University web site at <http://www.roswell.enmu.edu/criminal-offenses>.

If your family needs to get in touch with you while you are in class at night, they can call Campus Security at 575.317.6179.

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## **EMERGENCY EVENT NOTIFICATION SYSTEM**

The University utilizes text messaging as the primary notification of emergency events happening on the campus. In order to get these notifications, check your campus email and register your text messaging address. The severe storm and tornado warning system will be tested at 12:00 noon the first Monday of every month; be aware of this test.

## **CAMPUS SAFETY**

The ENMU-Roswell Campus Safety Office is here to provide a hazard free learning environment. To report any hazards, call (575) 624-7110.

## **STUDENT IDENTIFICATION**

Your I.D. card is needed to make financial aid charges in the bookstore or use campus facilities, such as the student computer lab, learning resource center (library) or the P.E. center.

## **PARKING**

Students, faculty and staff must obtain parking permits in person at the ENMU-Roswell Campus Security Department. You will need your vehicle registration and an ENMU-Roswell student/staff/ faculty ID to obtain a permit. Obtain a student I.D. and parking sticker from Campus Security, (575) 624-7180. Proof of a current class schedule is needed to receive an I.D.

# OCCUPATIONAL THERAPY ASSISTANT PROGRAM'S CURRICULUM DESIGN



## ENTRY LEVEL OTA'S

- Pass NBCOT Exam
- Prepare for a competitive & diverse workforce
- Practice Client-Centered Therapy

## APPLICATION/ANALYSIS/CREATION

4th Semester (Spring):

- Fieldwork Level II
- OT Seminar

## APPLICATION/ANALYSIS/EVALUATION

3rd Semester (Fall):

- OT Shop Techniques
- OT in Gerontology
- OT in Physical Disabilities
- OT in Psychosocial Dysfunction
- OT in Pediatrics
- Fieldwork I-C

## UNDERSTAND/APPLICATION ANALYSIS

2nd Semester (Spring):

- Principles of OT
- Therapeutic Media II
- Functional Movement in OT
- Therapeutic Techniques
- Fieldwork I-B

## REMEMBER/UNDERSTAND

1st Semester (Fall):

- Orientation to OT

(can be taken before the program)

- Developmental Psychology
- Human Anatomy Physiology II & Lab
- Therapeutic Media
- Applied Communication in OT
- Fieldwork I-A
- Ethics

1st Year Course Requirements:

- Composition I
- Intro to Psychology
- Survey of Mathematics
- Human Anatomy Physiology I & Lab

## CURRICULAR THREAD'S:

- Thread 1: Collaboration and Community Engagement
- Thread 2: Critical Reasoning and Evidence-based practices
- Thread 3: Client-centered and Occupation-centered Practices
- Thread 4: Ethics and Professionalism

## APPENDIX – B PROFESSIONAL BEHAVIORS ASSESSMENT

### Occupational Therapy Assistant Program PROFESSIONAL DEVELOPMENT EVALUATION

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

Semester/Year: \_\_\_\_\_

AOTA Membership # \_\_\_\_\_

Expiration Date: \_\_\_\_\_

State Membership # \_\_\_\_\_

Expiration Date: \_\_\_\_\_

#### Instructions - Student Self-Rating Scale

The purpose of this evaluation is to provide an opportunity for the student to engage in self-reflection and for the advisor to provide feedback to the student regarding his/her professional development towards becoming an occupational therapy assistant. You are required to schedule a meeting with your advisor each trimester to discuss your self-ratings. Ratings are noticed in the Professional Behavior Assessment based on faculty feedback. Advisor feedback is based on observations of the student in classroom, laboratory, clinical and professional situations, and input from other faculty members. The following rating scale is to be used for the Student Self-Rating scale.

**1 = Not Attempted:** Student has not yet begun engaging or participating in a skill. Students that are ranked as a 1 will develop a plan to address the specific issues raised by his/her advisor, if warranted.

**2 = Emerging:** Skills are developing and are demonstrated at an emerging level, needs improvement in either quality or quantity. Lacks in either clarity or strength of integration of experience. Reflection may be limited in describing contribution to leadership ability, conflict resolution. Provides limited concrete examples of growth and professional development. This rating requires monitoring.

**3 = In Progress:** Demonstrates the required level of professional skill. Includes concrete examples of activities and experiences; to document one's own growth and professional development. Able to articulate the importance between community events, co-curricular activities and the overall process of becoming an occupational therapist.

**4 = Mastery:** Provides rich examples that directly connect learning experiences with personal growth and development as well as the development of becoming an occupational therapist. Artifacts are varied in nature (essays, videos, photographs, PowerPoint, or other media) Demonstrates exceptional skills; no improvements needed.

General expectations of performance are at a 3 or above by the end of third term for campus students. A rating of 4 should have evidence of performance above and beyond expectations. Students with scores below a 3 should consider what supports they need within the program to assist them in their professional development and growth.

### Student Self-Rating Scale

Using the scale above, please rate your performance in the areas below **prior** to your professional development meeting.

PROFESSIONAL DEVELOPMENT SKILLS Reflective of USA's Core Values	Self-Rating	Strategy for Improvement Plan must include strengths and weakness that will assist or hinder in developing and accomplishing professional development skills. Self-reflection must be evident.	Faculty comments
<b>Communication:</b> <ul style="list-style-type: none"> <li>Communicates effectively with peers, staff and professionals.</li> <li>Demonstrates the ability to give constructive feedback.</li> <li>Recognizes and utilizes appropriate nonverbal communication.</li> <li>Demonstrated culturally competent communication skills</li> </ul>			
<b>Leadership and Collaboration:</b> <ul style="list-style-type: none"> <li>Demonstrates the ability to work productively with authority figures, cooperatively in groups, and independently as situation(s) warrant.</li> <li>Is able to define and advocate for the profession of occupational therapy.</li> <li>Takes personal responsibility for success and failure.</li> </ul>			
<b>Professionalism:</b> <ul style="list-style-type: none"> <li>Respects faculty and classmates by arriving punctually, taking responsibility to get missed assignments, and assumes responsibility for own actions.</li> <li>Displays honesty and integrity in academic and professional matters</li> <li>Recognizes and productively utilizes knowledge of strengths and weaknesses and accepts constructive feedback without becoming defensive.</li> </ul>			
<b>Life-Long Learning:</b> <ul style="list-style-type: none"> <li>Demonstrates the ability to analyze information and evidence to engage in self and professional development.</li> <li>Actively engages in the process of learning</li> <li>Demonstrates understanding of the continuum of learning.</li> </ul>			
<b>Clinical Reasoning/Evidenced Based Decisions:</b> <ul style="list-style-type: none"> <li>Organizes, prioritizes and problem solves in an effective manner by logically evaluating facts and developing a plan.</li> <li>Demonstrates the ability to be flexible with that plan with unexpected situations.</li> <li>Uses information and experience across disciplines and in real world situations.</li> </ul>			
<b>Reflection</b> <ul style="list-style-type: none"> <li>Demonstrates high self-awareness through reflection of how skills and knowledge acquired through experiences contribute to growth and professional development (see page 3)</li> </ul>			

### Professional Development Activities

Participating in development opportunities such as conferences and attending or giving presentations are essential toward sharing best practices that help advance student success. Students should complete activities in each category prior to level II fieldwork. Students may determine what category they believe the experience enhanced for their own professional development. **Do not list activities that are part of class requirements or activities you are paid for hourly work, such as paid tutoring or workstudy.**

CATEGORY	Term 1 Activities/ Benefits	Term 2 Activities/ Benefits	Term 3 Activities/ Benefits
Communication Skills			
Leadership			
Professionalism			
Interdisciplinary Collaboration			

Examples of activities: (this is not an all-inclusive list). Please note that activities above must be VOLUNTEER experiences. If it is a class requirement, it is NOT a volunteer experience.

- Student mentoring
- Addressing Social Justice
- Generational communication
- Guest Lectures
- Submit and sharing additional (not a class requirement) EBP articles to a faculty member for a specific course/topic
- SOTA Officer or active participant
- State Representative for your cohort
- Serve on a University committee
- Student leadership position (state, district or national level)
- Leadership position in the community
- Plan or assist in planning a school or community event
- Community service (minimum of ½ day, non-class related) – e.g. charity, fund raiser, Car-Fit event
- Volunteer (non-paid) school administration activities (orientation, interviews, open house, etc.)

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

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

Date: \_\_\_\_\_

Date: \_\_\_\_\_



## **PROFESSIONAL BEHAVIORS ASSESSMENT**

### **Procedure for Implementation of Professional Behaviors Assessment Form**

1. The purpose of this evaluation is to assist the student in developing/enhancing professional behavior.
2. Each student will be evaluated on each of the professional behaviors listed.
3. The evaluation may be performed by each instructor individually or all instructors collaboratively. Information received from Fieldwork I site supervisors will also be incorporated.
4. The student will meet with their OTA advisor to review their evaluation during the second half of the first three semesters.
5. The student will be given an opportunity to meet with program staff to discuss the results.
6. The student must have a cumulative score of 40 points or above in the first semester to continue in the program.
7. The student must have a cumulative score of 80 points or above in the second semester to continue in the program.
8. **The student must have a cumulative score of 120 or above in the semester preceding Fieldwork II assignments. If the student does not meet the criteria, he/she will not be placed in Fieldwork II.**

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

## ENMU-R OTA Program PROFESSIONAL BEHAVIORS ASSESSMENT

**Purpose:** This assessment provides students with ongoing feedback on their professional behaviors. Each instructor for every professional course will base his/her ratings on observations of student performance in class, laboratory, and fieldwork situation.

### Rating Scale:

4=Exceeds Standards: Carries out tasks and activities that surpass requirements. At times, performance is exceptional.

3=Meets Standards: Carries out required tasks and activities. This represents good, solid performance and is typically used more than all the other ratings.

2=Below Standards: Opportunities for improvement exist or student has not demonstrated adequate response to feedback. Work is occasionally unacceptable.

1=Well Below Standards: Performance is weak in most required tasks and activities. Work is frequently unacceptable or student requires constant cueing/feedback.

N/O =Not observed (This may not count against you.)

PROFESSIONAL DEVELOPMENT SKILL	FALL	SPRING	FALL
<b>Punctuality</b>			
1. Arrives at class on time			
2. Turns in assignments on time			
<b>Participation/Attendance</b>			
3. Attends all classes/lab			
4. Verbally participates without prompting			
5. Attends to instructor and asks appropriate Questions			
6. Notifies instructor ahead of time of tardiness or known absences			
<b>Attitudes/Self Control</b>			
7. Is respectful to instructors and peers			
8. Controls expression of emotions maturely			
9. Resolves conflicts assertively			
10. Exhibits flexibility in unexpected situations			
<b>Communication Skills</b>			
11. Expresses self clearly and effectively individually and in groups			
12. Listens to peers and instructors			
13. Gives constructive feedback in a timely and appropriate manner			
14. Uses correct grammar and proper sentence Structure			
15. Uses language appropriate to the profession			
16. Speaks with adequate volume & enunciates Clearly			
17. Handwriting is legible and neat			
<b>Cooperation With Others</b>			
18. Works cooperatively and productively in teams, small groups and 1:1			

19. Demonstrates interest & enthusiasm in the OTA Program			
<b>Cleanliness</b>			
20. Practices good hygiene: hair, body, breath, and attire is appropriate to activities			

<b>PROFESSIONAL DEVELOPMENT SKILL</b>	<b>FALL</b>	<b>SPRING</b>	<b>FALL</b>
<b>Response to Supervision</b>			
21. Accepts constructive feedback without becoming defensive			
22. Follow directions without complaining			
23. Requests supervision/feedback only when Needed			
24. Modifies behavior positively in response to Feedback			
<b>Initiative/Motivation</b>			
25. Seeks out learning experiences/resources			
26. Assists with general upkeep of area			
27. Does more than is expected/required			
<b>Problem Solving Skills</b>			
28. Independently problem solves to develop & implement effective solutions			
29. Develops innovative, creative solutions to Problems			
30. Generalized information from one situation to Another			
<b>Responsibility</b>			
31. Complies with program/course expectations and rules			
32. Maintains safe environment in class/lab			
33. Accepts responsibility for own actions			
34. Organizes and prioritizes tasks appropriately			
35. Is prepared for projects and presentations			
<b>Honesty/Integrity</b>			
36. Admits to and corrects mistakes			
37. Maintains confidentiality of peers, patients/others			
38. Recognizes and uses knowledge of strengths and weaknesses			
39. Demonstrates functional level of confidence			
<b>Minimum Expected Score</b>	<b>40</b>	<b>80</b>	<b>120</b>
<b>Total Score</b>			

[illegible][illegible]

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Instructors Initials: \_\_\_\_\_

☐ I agree with the above evaluation  
☐ Disagree with the above evaluation

---

**Student Signature      Date**

☐ I agree with the above evaluation  
☐ Disagree with the above evaluation

---

**Student Signature      Date**

☐ I agree with the above evaluation  
☐ Disagree with the above evaluation

---

**Student Signature      Date**

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## APPENDIX C-TECHNICAL STANDARDS FOR THE OTA STUDENT

### Technical Standards for Admission and Continued Enrollment

Every applicant who seeks admission to the Occupational Therapy Assistant Program or is a continuing student is expected to possess those intellectual, ethical, physical, and emotional capabilities required to undertake the full curriculum and achieve the levels of competence required by the faculty. Once enrolled in the program each occupational therapy assistant student must be able to quickly and accurately integrate all information received, maintain a safe environment for self and others, perform as a member of a team, maintain confidentiality according to professional and institutional standards, and demonstrate the ability to learn, integrate, analyze, and synthesize information and data.

The Occupational Therapy Assistant Program will make every effort to provide reasonable accommodations for physically challenged students based upon evaluation by a recognized practitioner in the area of disability. However, in doing so, the program must maintain the integrity of its curriculum and preserve those elements deemed essential to the acquisition of knowledge and demonstration of technical and decision-making skills required for the practice of occupational therapy.

The Occupational Therapy Assistant Program, in consideration of the technical requirements of the practice of occupational therapy, requires that each student must meet the following elements:

**Observation:** Occupational therapy assistant students must have sufficient vision to be able to observe demonstrations and laboratory exercises. They must be able to observe a patient accurately at distances and for close details. Students must have sufficient visual skills to scan the area for environmental safety factors.

**Communication:** Occupational therapy students must be able to write, speak, hear, and observe in order to elicit information, examine, educate, and provide interventions, describe changes in mood, activity, and posture, and perceive non-verbal communication. Communication includes not only speech, but also reading and writing. Students must be able to communicate effectively and efficiently in oral and written formats.

**Motor Function and Strength:** Occupational therapy students must have sufficient motor function and strength to execute movements reasonably required to provide interventions with patients/clients in a therapeutically effective and safe manner. Examples of interventions reasonably required for the occupational therapy assistant student include: cardiopulmonary resuscitation, lifting and transferring of clients/patients, provision of balance stability and guarding of falls during transfers and functional activities; administration of manual therapy techniques, setting up and moving equipment. Such actions require coordination of both gross and fine muscular movements, equilibrium, and functional use of proprioceptive, vestibular, and tactile senses.

**Sensory:** Occupational therapy assistant students require enhanced sensory skills in coordination, proprioception, vestibular, tactile, and hearing senses in order to complete the examination, evaluation, and application of interventions to clients/patients in a therapeutically effective and safe manner. Occupational therapy assistant students must be able to palpate both superficially and deeply for tasks such as discrimination of tactile sensations and facilitation of body movements. Hearing skills must be sufficient to discriminate sounds in the environment for safety, communication with people, and utilize therapeutic equipment.

**Mobility:** Occupational therapy assistant students must exhibit mobility in body movements and locomotion required to provide interventions to clients/patients and participate in emergency care if needed. Examples of mobility include: crawling, rolling, standing, walking, sitting

**Vision:** Occupational therapy assistant students must possess sufficient vision to perform physical assessments of clients/patients, utilize required therapeutic equipment, and read documents such as medical records, textbooks, and computer screens. Visual integration must be consistent for the student to assess asymmetry, range of motion, and tissue color and texture changes, and monitor clients/patients during activity. It is essential for the student to have adequate visual capabilities for the integration of evaluation techniques and treatment of the client/patient

**Intellectual, Conceptual, Integrative, and Quantitative Abilities:** Occupational therapy assistant students must be able to demonstrate ability in measurement, calculating, reasoning, comparison and contrasts, application, critical analysis, synthesis, judgment, and problem solving. Students must integrate a variety of material with increasing complexity presented throughout the curriculum including presentations, class discussions, client/patient interviews and evaluations, and readings from textbooks, journals, and medical records. Students must be able to identify and respond accurately to factual information as well as subtle cues of mood, temperament, and gestures provided by others. The ability to comprehend three-dimensional relationships and understanding spatial relationships of structures is important. Students must be able to assess threats to safety and apply research methods to practice.

**Behavioral and Social Abilities:** Occupational therapy assistant students must have appropriate social skills for forming and maintaining of mature and culturally sensitive relationships with a variety of people including faculty, peers, fieldwork educators, clients/patients and their families/significant others. Students must possess the emotional/psychological health required for full utilization of their intellectual abilities, exercise good judgment, prioritize and complete responsibilities in a timely manner. Students must be able to tolerate physically and mentally taxing workloads, adapt to changing environments, display flexibility, and learn to function in the face of uncertainties inherent in professional education and the fieldwork environments while treating clients/patients. Compassion, integrity, concern for others, interpersonal skills, interest, and motivation are personal qualities assessed during the admissions and occupational therapy educational processes. Students must possess the ability to and work effectively as a group/team member.

**Participation in Skills Laboratories:** Occupational therapy assistant students must be active participants in all laboratory sessions. Students are required to participate as patients, therapist, and observers with a variety of people representing different physical attributes, gender, age, abilities and disabilities, religious beliefs, sexual orientation, and ethnic backgrounds to simulate the diversity expected in the practice setting.

**Health:** Exposure to Hepatitis B and other contagious diseases is possible in the fieldwork experiences; immunizations are required as indicated in the Eastern New Mexico University-Roswell Catalog and the Occupational Therapy Assistant Program Student Handbook; students with pre-existing conditions which may impair their functioning ability are strongly advised to wear an appropriate medical alert bracelet and notify faculty and fieldwork educators. Students with concerns about their ability to meet these technical standards should discuss them first with their academic faculty advisor. If a student requires accommodation of or exemption from educational activities the Director of the Occupational Therapy Assistant Program must be notified in writing.

## Technical Standards Certification

Eastern New Mexico University-Roswell is committed to ensuring that otherwise qualified disabled students fully and equally enjoy the benefits of a professional education. Eastern New Mexico University-Roswell will make reasonable accommodations necessary to enable a disabled student who is otherwise qualified to successfully complete the degree requirements for an Associate of Science degree in Occupational Therapy. However, Eastern New Mexico University-Roswell insists that all students meet the minimum essential requirements to safely, efficiently, and effectively practice as a professional occupational therapy student.

I, \_\_\_\_\_, hereby certify that I have read Eastern New Mexico University-Roswell Occupational Therapy Assistant Technical Standards and that I can meet all requirements listed therein, either without accommodation or with reasonable accommodation from the university.

Signature: \_\_\_\_\_

Print Name: \_\_\_\_\_

Date: \_\_\_\_\_

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## APPENDIX D-AOTA CODE OF ETHICS 2020

### Occupational Therapy 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<sup>1</sup> in all areas of occupational therapy and should be shared with relevant stakeholders to promote ethical conduct. The Code serves two purposes:

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

Whereas the Code helps guide and define decision-making parameters, ethical action goes beyond rote compliance with these Principles and is a manifestation of moral character and mindful reflection. Adherence to the Code is a commitment to benefit others, to the virtuous practice of artistry and science, to genuinely good behaviors, and to noble acts of courage. Recognizing and resolving ethical issues is a systematic process that includes analyzing the complex dynamics of situations, applying moral theories and weighing alternatives, making reasoned decisions, taking action, and reflecting on outcomes. Occupational therapy personnel are expected to abide by the Principles and Standards of Conduct within this Code. The process for addressing ethics violations by AOTA members (and associate members,<sup>2</sup> where applicable) is outlined in the Code's Enforcement Procedures (AOTA, 2019).

Although many state regulatory boards incorporate the Code or similar language regarding ethical behavior into regulations, the Code is meant to be a freestanding document that guides ethical dimensions of professional behavior, responsibility, practice, and decision making. This Code is not exhaustive; that is, the Principles and Standards of Conduct cannot address every possible situation. Therefore, before making complex ethical decisions that require further expertise, occupational therapy personnel should seek out resources to assist with resolving conflicts and ethical issues not addressed in



this document. Resources can include, but are not limited to, ethics committees, organizational ethics officers or consultants, and the AOTA Ethics Commission. For a full list of AOTA ethics resources, please refer to the AOTA website at <https://www.aota.org/Practice/Ethics.aspx>. Appendix A describes the revision process for the 2020 Code.

## Core Values

The occupational therapy profession is grounded in seven longstanding Core Values: Altruism, Equality, Freedom, Justice, Dignity, Truth, and Prudence (AOTA, 1993). The seven Core Values provide a foundation to guide occupational therapy personnel in their interactions with others. 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 requires occupational therapy personnel to act in ways consistent with cultural sensitivity, humility, and agility.
6. Truth indicates that occupational therapy personnel in all situations should be faithful to facts and reality. Truthfulness, or veracity, is demonstrated by being accountable, honest, forthright, accurate, and authentic in attitudes and actions. Occupational therapy personnel have an obligation to be truthful with themselves, recipients of service, colleagues, and society. Truth includes maintaining and upgrading professional competence and being truthful in oral, written, and electronic communications.
7. Prudence indicates the ability to govern and discipline oneself through the use of reason. To be prudent is to value judiciousness, discretion, vigilance, moderation, care, and circumspection in the management of one's own affairs and to temper extremes, make judgments, and respond on the basis of intelligent reflection and rational thought. Prudence must be exercised in clinical and ethical reasoning, interactions with colleagues, and

volunteer roles.

## Principles

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

### Principle 1. Beneficence

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

**Principle 2. Nonmaleficence** Occupational therapy personnel shall refrain from actions that cause harm. The Principle of Nonmaleficence indicates that occupational therapy personnel must refrain from causing harm, injury, or wrongdoing to recipients of service. Whereas Beneficence requires taking action to incur benefit, Nonmaleficence requires avoiding actions that cause harm (Beauchamp & Childress, 2019). The Principle of Nonmaleficence also includes an obligation not to impose risks of harm even if the potential risk is without malicious or harmful intent. This Principle 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., 2020). 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 listed in Table 1.

ETHICS

**Table 1. Standards of Conduct for Occupational Therapy Personnel**

Section	Standards of Conduct
<b>1. Professional Integrity, Responsibility, and Accountability:</b> Occupational therapy personnel maintain awareness and comply with AOTA policies and Official Documents, current laws and regulations that are relevant to the profession of occupational therapy, and employer policies and procedures.	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 of potential risks and benefits. (Principle: Beneficence; key words: research)
<b>2. Therapeutic Relationships:</b> Occupational therapy personnel develop therapeutic relationships to promote occupational well-being in all persons, groups, organizations, and society,	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)

(Continued)



**Table 1. Standards of Conduct for Occupational Therapy Personnel (cont'd)**

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

(Continued)



Table 1. Standards of Conduct for Occupational Therapy Personnel (cont'd)

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

(Continued)



**Table 1. Standards of Conduct for Occupational Therapy Personnel (cont'd)**

Section	Standards of Conduct
<p><b>5. Professional Competence, Education, Supervision, and Training:</b> Occupational therapy personnel maintain credentials, degrees, licenses, and other certifications to demonstrate their commitment to develop and maintain competent, evidence-based practice.</p>	<p>5A. Hold requisite credentials for the occupational therapy services one provides in academic, research, physical, or virtual work settings. (Principle: Justice; key words: credentials, competence)</p> <p>5B. Represent credentials, qualifications, education, experience, training, roles, duties, competence, contributions, and findings accurately in all forms of communication. (Principle: Veracity; key words: credentials, competence)</p> <p>5C. Take steps (e.g., professional development, research, supervision, training) to ensure proficiency, use careful judgment, and weigh potential for harm when generally recognized standards do not exist in emerging technology or areas of practice. (Principle: Beneficence; key words: credentials, competence)</p> <p>5D. Maintain competence by ongoing participation in professional development relevant to one's practice area. (Principle: Beneficence; key words: credentials, competence)</p> <p>5E. Take action to resolve incompetent, disruptive, unethical, illegal, or impaired practice in self or others. (Principle: Fidelity; key words: competence, law)</p> <p>5F. Ensure that all duties delegated to other occupational therapy personnel are congruent with their credentials, qualifications, experience, competencies, and scope of practice with respect to service delivery, supervision, fieldwork education, and research. (Principle: Beneficence; key words: supervisor, fieldwork, supervision, student)</p> <p>5G. Provide appropriate supervision in accordance with AOTA Official Documents and relevant laws, regulations, policies, procedures, standards, and guidelines. (Principle: Justice; key words: supervisor, fieldwork, supervision, student)</p> <p>5H. Be honest, fair, accurate, respectful, and timely in gathering and reporting fact-based information regarding employee job performance and student performance. (Principle: Veracity; key words: supervisor, supervision, fieldwork, performance)</p> <p>5I. Do not participate in any action resulting in unauthorized access to educational content or exams, screening and assessment tools, websites, and other copyrighted information, including but not limited to plagiarism, violation of copyright laws, and illegal sharing of resources in any form. (Principle: Justice; key words: plagiarize, student, copyright, cheating)</p> <p>5J. Provide students with access to accurate information regarding educational requirements and academic policies and procedures relative to the occupational therapy program or educational institution. (Principle: Veracity; key words: education, student)</p>
<p><b>6. Communication:</b> Whether in written, verbal, electronic, or virtual communication, occupational therapy personnel uphold the highest standards of confidentiality, informed consent, autonomy, accuracy, timeliness, and record management.</p>	<p>6A. Maintain the confidentiality of all verbal, written, electronic, augmentative, and nonverbal communications in compliance with applicable laws, including all aspects of privacy laws and exceptions thereto (e.g., Health Insurance Portability and Accountability Act, Family Educational Rights and Privacy Act). (Principle: Autonomy; key words: law, autonomy, confidentiality, communication, justice)</p> <p>6B. Maintain privacy and truthfulness in delivery of occupational therapy services, whether in person or virtually. (Principle: Veracity; key words: telecommunication, telehealth, confidentiality, autonomy)</p> <p>6C. Preserve, respect, and safeguard private information about employees, colleagues, and students unless otherwise mandated or permitted by relevant laws. (Principle: Fidelity; key words: communication, confidentiality, autonomy)</p> <p>6D. Demonstrate responsible conduct, respect, and discretion when engaging in digital media and social networking, including but not limited to refraining from posting protected health or other identifying information. (Principle: Autonomy; key words: communication, confidentiality, autonomy, social media)</p> <p>6E. Facilitate comprehension and address barriers to communication (e.g., aphasia; differences in language, literacy, health literacy, or culture) with the recipient of</p>

(Continued)



Table 1. Standards of Conduct for Occupational Therapy Personnel (*cont'd*)

Section	Standards of Conduct
	<p>service (or responsible party), student, or research participant. (Principle: Autonomy; key words: communication, barriers)</p> <p>6F. Do not use or participate in any form of communication that contains false, fraudulent, deceptive, misleading, or unfair statements or claims. (Principle: Veracity; key words: fraud, communication)</p> <p>6G. Identify and fully disclose to all appropriate persons any errors or adverse events that compromise the safety of service recipients. (Principle: Veracity; key words: truthfulness, communication, safety, clients, service recipients)</p> <p>6H. Ensure that all marketing and advertising are truthful, accurate, and carefully presented to avoid misleading recipients of service, research participants, or the public. (Principle: Veracity; key words: truthfulness, communication)</p> <p>6I. Give credit and recognition when using the ideas and work of others in written, oral, or electronic media (i.e., do not plagiarize). (Principle: Veracity; key words: truthfulness, communication, plagiarism, students)</p> <p>6J. Do not engage in verbal, physical, emotional, or sexual harassment of any individual or group. (Principle: Fidelity; key words: inappropriate communication, harassment, digital media, social media, social networking, professional civility)</p> <p>6K. Do not engage in communication that is discriminatory, derogatory, biased, intimidating, insensitive, or disrespectful or that unduly discourages others from participating in professional dialogue. (Principle: Fidelity; key words: inappropriate communication, professionalism, professional civility)</p> <p>6L. Engage in collaborative actions and communication as a member of interprofessional teams to facilitate quality care and safety for clients. (Principle: Fidelity; key words: communication, collaboration, interprofessional, professional civility, service recipients)</p>
<p><b>7. Professional Civility:</b> Occupational therapy personnel conduct themselves in a civil manner during all discourse. <i>Civility</i> "entails honoring one's personal values, while simultaneously listening to disparate points of view" (Kaslow &amp; Watson, 2016, para. 1). These values include cultural sensitivity and humility.</p>	<p>7A. Treat all stakeholders professionally and equitably through constructive engagement and dialogue that is inclusive, collaborative, and respectful of diversity of thought. (Principle: Justice; key words: civility, diversity, inclusivity, equitability, respect)</p> <p>7B. Demonstrate courtesy, civility, value, and respect to persons, groups, organizations, and populations when engaging in personal, professional, or electronic communications, including all forms of social media or networking, especially when that discourse involves disagreement of opinion, disparate points of view, or differing values. (Principle: Fidelity; key words: values, respect, opinion, points of view, social media, civility)</p> <p>7C. Demonstrate a level of cultural humility, sensitivity, and agility within professional practice that promotes inclusivity and does not result in harmful actions or inactions with persons, groups, organizations, and populations from diverse backgrounds including age, gender identity, sexual orientation, race, religion, origin, socioeconomic status, degree of ability, or any other status or attributes. (Principle: Fidelity; key words: civility, cultural competence, diversity, cultural humility, cultural sensitivity)</p> <p>7D. Do not engage in actions that are uncivil, intimidating, or bullying or that contribute to violence. (Principle: Fidelity; key words: civility, intimidation, hate, violence, bullying)</p> <p>7E. Conduct professional and personal communication with colleagues, including electronic communication and social media and networking, in a manner that is free from personal attacks, threats, and attempts to defame character and credibility directed toward an individual, group, organization, or population without basis or through manipulation of information. (Principle: Fidelity; key words: civility, culture, communication, social media, social networking, respect)</p>



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## APPENDIX E-STUDENT EXPECTATIONS / COURSE POLICIES

### **STUDENT EXPECTATIONS / COURSE POLICIES**

#### **Attendance:**

Monitoring of attendance is mandated by the University. The curriculum of the Occupational Therapy Assistant Program is intensive. It is a requirement that all students demonstrate effective work habits, professionalism, and individual responsibility at all times. As this is a hands-on profession, *punctual, full attendance and active participation* during all classes is expected. If a student must be absent, he/she is responsible to notify the appropriate instructor directly, prior to the scheduled class or field experience. Notification is required and does not indicate an excused absence. Students are to provide a *written request* for consideration of excused absence. Each unexcused absence will result in a 10 percent deduction in students' class participation grade. An excused absence will result in a 5-point deduction for class participation.

No classes, in the OTA program or otherwise, may be missed for the purpose of fulfilling Fieldwork assignments.

#### **Students are not allowed to bring visitors (children or adults) to class, lecture or lab.**

An excused absence may be requested when circumstances require a student to miss a scheduled class session. An excused absence will be given by the Occupational Therapy Assistant Program for attendance at professional, community, or institutional events considered beneficial to the student's education or for extenuating personal circumstances. Excused absences will not be considered as a reason for lowering a final course grade for professional behavior or other punitive grading actions if missed work is submitted based on the procedure established by the OTA Program. Students are to complete the Excused Absence Form (APPENDIX C) as part of the approval process. Each request for excused absence will be considered separately and on its own merit. Examples of events which may be considered excused absences include but are not limited to:

- ☐ documented medical situation for the student or an immediate family member
- ☐ attendance at professional conventions
- ☐ jury duty or court proceedings
- ☐ birth of a child
- ☐ bereavement
- ☐ service on ENMU-R or OTA club committee
- ☐ participation in pre-approved community service event

**Tardiness, leaving class early, reduced participation/distractions:** If a student is tardy, leaves class early, or demonstrates lack of participation he/she is responsible to notify the appropriate instructor directly, prior to the scheduled class or field experience. Notification is required and does not indicate an excused circumstance. Each unexcused behavior will result in a 5 percent deduction in students' class participation grade.

**Cell phones are not permitted in the classroom** and in Fieldwork. They may be used during

approved breaks. Distractions will result in a 5 percent deduction in students' class participation grade.

### **ELECTRONIC DEVICES:**

Unless approved, the use of any electronic devices in class or fieldwork is prohibited. (i.e. iPad, Tablets, Laptops, Wearable technology that can record, receive or send text messages). Classroom computers are available for student use. Cameras are allowed to be used by the OTA class Historian, with permission of the course instructor.

### **GRADING STANDARDS:**

Students must maintain a "C" (75) average or better in all OTA courses and an overall "C" average in all non-OTA courses in the degree plan. Calculated points are not rounded.

### **SPECIAL NEEDS:**

Students who need accommodations (i.e. note taker, interpreter, special seating, etc.) should contact the Special Services Department, located in ASC 101, to make arraignments in accordance with the Americans with Disabilities Act.

### **RECORDING OF CLASS LECTURES**

Students are not allowed to record in any OTA lecture or lab course without referral from Special Services. Lecture content recorded by students who receive permission from Special Services are not permitted to share the recorded lectures or content with other students. Students are to return all recorded lecture materials at the conclusion of each semester. The student's written request to record lectures and the signed recording policy form will be placed in the student's confidential file.

**Reasonable expectation of privacy.** Students are not allowed to record any face-to-face, or telephone conversations of Peers, Faculty Members, Staff, or Administrators without the knowledge and signed consent of **all** parties. The use of any device to overhear or record communications without the signed consent of **all** parties engaged in the communication is considered an infraction and may result in a wide range of disciplinary actions as outlined in the ENMU-Roswell Student Handbook and OTA Program handbook.

### **ASSIGNMENT DEADLINES**

Assignments are due at the **beginning** of class. Assignments not turned in at that time but received within 24 hours after the start of class will be given a starting grade of 75. Any deficiencies in the quality of the assignment will result in the lowering of the grade. Assignments received 24 hours after the start of class will receive a grade of a zero.

For an excused absence prior approval may be obtained from the instructor and assignments are considered for full credit. The student is responsible for contacting each faculty course instructor for work missed and expected completion dates for missed work. In cases of prior approval, the missed work must be made up within **48 hours from the start of class for full credit**. For work not made up within this time period, a grade of zero will be recorded.

### **ACTIVITIES, QUIZZES**

Students who miss class whether excused or unexcused in which a graded activity; quizzes or class activities has been planned will receive a zero for the grade. In the event of a medical absence it is the responsibility of the student to obtain a medical release form from their health care provider and submit to the course instructor and or OTA Program

## **TESTS AND EXAMS**

**Only students who have an excused absence will be afforded the opportunity to receive a score for tests or exams. The starting grade of a 75% will be given for any late test or exam.**

Students who return from an excused absence have 48 hours of returning from an excused absence to make up the test or exam. For test or exam not taken within this time period a grade of a zero will be recorded.

## **ALL ASSIGNMENTS AND TESTS MUST BE COMPLETED TO PASS THE COURSE**

**Tests and Exams** given throughout the semester cannot be made up under any circumstances for an unexcused absence. A grade of a zero will be recorded.

**Final exams** are comprehensive. It is the policy of the OTA Program that tests will not be returned to students. Test review will be at the discretion of individual faculty.

## **WRITTEN COMMUNICATION**

Effective writing skills are an important part of professionalism; a vital job skill needed by the COTA and are highly promoted by the AOTA. Legible handwriting and correct spelling will be emphasized in all written assignments. Deficits in either of these areas will adversely affect the overall grade. Points will be deducted for illegible handwriting or any misspelling in an assignment. Some examples are: poor printing/writing quality, smudges, colored paper, and paper with frayed ends.

To provide uniform professional presentation of all written work, there is a standardized format and procedures for all written papers submitted in the OTA Program. Format will be provided by course instructor.

## **SYLLABUS CHANGES**

The instructor reserves the right to make additions, deletions, corrections, and alterations to this syllabus. Students will be advised (either verbally, or in writing) of any future amendments prior to, or at the time of the change.

## **STANDARDS OF BEHAVIOR**

It is expected that each student will become familiar with and adhere to the standards of student behavior as defined in the [\*ENMU-Roswell Student Handbook\*](#) and *The Occupational Therapy Assistant Program Student Handbook*. The instructor is the sole judge of what is appropriate in the class. Individuals affecting the learning or teaching process may be removed from the classroom for any length of time deemed appropriate to ensure a positive learning environment for all students. If the infraction is severe or continuing, and administrative withdrawal may be requested by the instructor to the Assistant Vice President of the Instructional Unit, and with the approval from the Vice President of Academic Affairs.

## **PLAGIARISM**

All work by the student will be the original work of that student. This includes tests, projects, reports, etc. All written work done for the class should reflect the student's own sincere and personal efforts. Cheating and dishonesty are unacceptable behaviors and will not be tolerated. Plagiarism (representing as one's own the ideas and/or thoughts of another author) is dishonest and will result in a wide variety of disciplinary actions as outlined in the ENMU-Roswell Student Handbook. Safe assign over 30% is plagiarism.

**For an online course, tests/quizzes are taken at home; all students must demonstrate honesty and integrity at all times. At the beginning of the semester, each student will be provided a video explaining how to use the RESPONDUS LOCKDOWN BROWSER and WEBCAM. This technology will provide the instructor/faculty a video of each student taking his/her tests/quizzes, to assure the student is alone and that there are no references, phones or other forms of materials on display. Cheating is unacceptable and will not be tolerated. The videos will be reviewed and anyone found guilty of cheating, will be disciplined as outlined in the ENMU-Roswell Student Handbook.**

## **VIOLATION**

Violation of any standard will not be tolerated and may result in a wide range of disciplinary actions as outlined in the ENMU-R OTA Handbook.

## **GRIEVANCE AGAINST THE OCCUPATIONAL THERAPY ASSISTANT PROGRAM**

If a student has a grievance against the Occupational Therapy Assistant Program, the student is to confer directly with the OTA program Director. Should this prove to be unsuccessful the student should present the grievance to the Assistant Vice President of Health

## APPENDIX G-EXCUSED ABSENCE FORM

Request for Excused Absence  
Please submit completed form to the OTA Program Director  
Today's Date: \_\_\_\_\_

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

Phone #: \_\_\_\_\_

Date(s) of Absence: \_\_\_\_\_

Reason of Absence (Attach documentation):

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Faculty: \_\_\_\_\_

Date \_\_\_\_\_ Course(s) \_\_\_\_\_

Faculty: \_\_\_\_\_

Date \_\_\_\_\_ Course(s) \_\_\_\_\_

Faculty: \_\_\_\_\_

Date \_\_\_\_\_ Course(s) \_\_\_\_\_

OTA Program Director: \_\_\_\_\_ Approve \_\_\_\_\_ Disapprove \_\_\_\_\_

**Plan for missed assignments or fieldwork experience:**

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## APPENDIX H-STUDENT ADVISEMENT DOCUMENTATION FORM

### ENMU-R OCCUPATIONAL THERAPY ASSISTANT PROGRAM STUDENT ADVISEMENT DOCUMENTATION FORM

STUDENT NAME: \_\_\_\_\_ ID#: \_\_\_\_\_

ADVISOR(S) NAME: \_\_\_\_\_ DATE OF MEETING: \_\_\_\_\_

WITNESS: \_\_\_\_\_ Assistant VP \_\_\_\_\_

#### REASON FOR MEETING:

- ☐ MIDTERM (PBA) CONCERNS   ☐ EARLY CONCERN   ☐ ACADEMIC CONCERN  
☐ PROFESSIONAL BEHAVIOR   ☐ PERSONAL/NON-ACADEMIC   ☐ FOLLOW UP

☐ First / Second occurrence of perceived violation of behaviors & policy expectations

☐ Faculty report of incident(s)

☐ Student's report of incident(s)

☐ Co-assigned Staff or university liaison report of incident(s)

Fieldwork/classroom performance/behavior concerns reference OTA Student Handbook, course syllabus, ENMU-R Student Handbook and/or facility policies. Cite specific rules from reference(s).

#### Required performance / behavior modifications expected:

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#### Recommendations:

Interventions/resources/referrals to assist in achieving the required behavioral change:

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#### STUDENT WRITTEN RESPONSE:

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

## APPENDIX I–CONFIDENTIALITY/SIGNATURE PAGES

### Eastern New Mexico University – Roswell Occupational Therapy Assistant Program

#### CONFIDENTIALITY

Confidentiality is essential in providing patient care. Legal regulations ensure patients the right to have all information remain confidential. Students will have access to confidential information, both written and oral, in the course of their education. It is imperative that this information is not disclosed to any unauthorized individuals to maintain the integrity of the patient/client information. The Occupational Therapy Assistant Program students must be aware and will maintain this confidentiality. In addition to this form you may be required to participate in confidentiality instruction and sign other confidentiality statements at clinical sites.

**I am fully aware that clients, families, and health team members have the right to privacy and confidentiality over all information, of either a medical or of a personal nature. I will not purposely divulge this information to unauthorized persons either verbally, in writing, or by electronic format. I understand that inappropriate disclosure or release of patient/client information is grounds for dismissal from the ENMU-R OTA Program.**

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Print Student Name

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Student Signature

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Date

#### AOTA CODE OF ETHICS

**I certify that I have read, understand, and received a copy of the AOTA Code of Ethics**

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Print Student Name

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Student Signature

---

Date



## APPENDIX J–PHOTO/AUDIO/RECORDING/LAB SIGNATURE PAGES

### Release / Consent for Photos, Audio-Visual/Tape Recording

I hereby grant to Eastern New Mexico University –Roswell, its successors, licensees, affiliates, agents, and assignees, the right to photograph me and to make audio and video recordings of me, and to use such photographs and recordings in University publications, including the University’s web site.

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Print Student Name

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Student Signature

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Date

### Release for Lab Activities

I understand that I am enrolled in a profession that requires touch and manipulation of the musculoskeletal system, and use of physical agent modalities. Throughout my education and training in the Occupational Therapy Assistant Program I will be required to apply Occupational Therapy procedures and techniques on fellow students, Eastern New Mexico University-Roswell Faculty and/or Occupational Therapists in the community.

I also understand that all laboratory procedures and techniques are intended for educational purposes and shall be applied in a respectful and dignified manner. After being made aware of contraindications and possible side effects of OT procedures and techniques, I will notify the course instructor of my concerns about participating in any laboratory procedures so that possible appropriate accommodations may be made.

I am responsible for understanding the theory and application regarding physical agent modalities and other treatment techniques and procedures and applying them to others or allowing them to be applied to me.

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Print Student Name

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Student Signature

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Date

\*This page will be added to your student file.

## APPENDIX K- HANDBOOK SIGNATURE PAGES

### OTA STUDENT HANDBOOK RECEIPT

I certify that I have received and reviewed the Occupational Therapy Assistant Program Student Handbook. I understand I am responsible for the information contained in the Handbook. As an Occupational Therapy Assistant student, I accept the responsibility to abide by all policies as outlined in the OTA Handbook and the [ENMU-R Student Handbook](#).

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Print Student Name

Date

---

Student Signature

Date

## **APPENDIX L- ENMUR DRUG AND ALCOHOL POLICY**

### **ENMU-Roswell Drug and Alcohol Policy**

ENMU-Roswell is a drug-free campus. Drug and alcohol abuse on campus poses a serious threat to the health and welfare of faculty, staff and students; impairs work and academic performance; jeopardizes the safety and well-being of other students and members of the general public; and conflicts with the responsibility of ENMU-Roswell to foster a healthy atmosphere for the pursuit of education and service.

The unlawful manufacture, distribution, dispensation, possession, or use of a controlled substance is prohibited on the premises of ENMU-Roswell, including, but not limited to its campus grounds, facilities, vehicles, or any activity held on campus premises. As a condition of enrollment, any student of ENMU-Roswell shall abide by the terms of the Drug-Free Campus Policy.

#### **Legal Sanctions**

Any legal sanctions will be in accordance with applicable state laws and local ordinances. Students and employees engaged in unlawful possession, distribution, or use of controlled substances may also be subject to expulsion or termination of employment and referral for prosecution for violations of the standards of conduct.

#### **Drug Free Schools Act of 1990**

ENMU-Roswell, in compliance with the Drug Free Schools Act of 1990, has implemented a program to deter illicit possession, use, or distribution of controlled substances. ENMU-Roswell is committed to drug and alcohol education for students and staff and takes an active approach toward the health and safety of all members of the University community.

ENMU-Roswell recognizes the institution's responsibility, but also holds the student and employee responsible for their own decisions/actions.

#### **State and Federal Law**

The ENMU-Roswell policy is in keeping with the education mission of the institution and applicable state laws governing controlled substances. The policy applies to the illegal possession, distribution and abuse of alcohol as defined in New Mexico statutes by both students and employees. Federal regulations prohibit possession and distribution of alcohol and illegal drugs and provide for penalties of imprisonment and fines. Specific language of the regulations can be obtained from the Office of the Vice President for Student Affairs.

#### **Education and Support**

Eastern New Mexico University-Roswell's Division of Student Affairs offers confidential assistance to students for drug and/or alcohol prevention. These services include short-term counseling, problem assessment and referrals to outside agencies which include outpatient and self-help groups.

#### **College Regulations**

No alcoholic beverages are allowed on campus (i.e., public buildings, lounges, patios, foyers, arenas, parks, parking lots and other open spaces on campus). Violators of state statutes and/or university regulations governing the possession and/or consumption of alcohol or controlled substances shall be subject to sanctions as set forth by ENMU-Roswell policy. This is in addition to the regulations and/or penalties described in the New Mexico state statutes. Residential students are individually responsible for maintaining an atmosphere and community in the residential areas that is in concert with the academic mission of the University. Drunken and/or disorderly behavior will not be tolerated.

ENMU-Roswell's Drug-Free School policy requires the Division of Student Affairs to provide each student with a copy of the policy. The program also requires each student, as a condition of enrollment, to abide by ENMU-Roswell's Drug and Alcohol Policies. Those students who receive federal or state money under Financial Aid benefits must sign a certification of awareness of the University's Drug-Free School policy and program.

### **Drug Screening Guidelines:**

All OTA students are required to submit to an initial urine drug screening (minimum of 10 panel) prior to entering the clinical environment. Additionally, the student may be required to submit to random drug tests throughout the semester. If a student's behavior leads the instructor or clinical personnel to suspect that the student is under the influence of drugs, the student may be required to submit to a drug test. ENMU-R's OTA program has a zero tolerance for drug use.

The guidelines for drug testing is as follows:

1. A predetermined and approved agency will conduct the screening.
2. All prescription medications must be disclosed to both the Director of Clinical Education and the drug testing agency PRIOR to administration of the drug test.
3. Dilute negative results will require retesting at the same facility, within 48 hours, at the student's expense.
4. A positive drug screen will result in the student having to withdraw from the program.
5. Should a student receive a positive result on their drug screen that they believe is in error, the student may elect to challenge the results and undergo an additional drug screening, at the same facility, within 48 hours. This will be at the student's expense.
6. Only students receiving negative drug screens will be permitted to attend clinicals.

### **Medical Marijuana Policy for ENMU-Roswell Health Programs**

The Health Science Unit at ENMU-Roswell will require students who have a medical marijuana card and test positive for Tetrahydrocannabinol (THC) to withdraw from any and all health programs that require initial and random drug screens to be negative. ENMU-Roswell has the duty to ensure that students in the clinical setting practice within their scope in a skillful and safe manner. The use of medical marijuana creates a situation where actual or potential impairment can interfere with the student's ability to perform with skill and safety, thus putting the public and patients at risk.

Reference: Medical Marijuana and Nursing Practice: Current Legislation, Scientific Literature Review, and Nursing Implications. National State Boards of Nursing (2018)