OTA Program Progression
Benchmarks
2022-2024

Student:
Program Progression Benchmarks

Purpose

A benchmark is a standard or point of reference for evaluating performance or level of quality.

The Occupational Therapy Assistant Program uses benchmarks (1) to provide an objective basis for measuring student performance, (2) to determine what and where improvements are needed and (3) to use the information for performance improvement and progression in the OTA Program.

You will be educated on and held accountable for the OTA Program benchmarks. They are those qualities, over and beyond the knowledge and skills you learn, which are essential for your success in the classroom and practice. In broad terms, you will be expected to demonstrate respect for others, communicate effectively, collaborate with classmates and team members, and display dependability and ethics expected of a professional. The socialization into these professional values and behaviors begins as you enter the program. Failure to meet each semester of benchmarks will interrupt your progression in the OTA Program and may lead to dismissal from the Program.
Program Progression Benchmarks

Criteria

Fall Semester, first year, occupational therapy assistant students will incorporate benchmarks into their final selection process to the program. Spring semester first year and fall semester second year, benchmarks will be utilized as retention criteria to progress from semester to semester. Failure to meet benchmarks will result in delay in fieldwork site placement and/or experience or dismissal from the program.

Benchmarks

**Fall Semester – First Year – OTA Student**

**Completion of Fall Semester Benchmarks are required for the final acceptance process for Spring Semester admission to the program.**

- GPA 2.0 or higher
- 20 Hours Job Shadow/Volunteer Service
- Attendance at ALL OTA Student Meetings
- Compliance of Health Requirements & Background Check
- Professional Development Assessment
- AOTA Membership

**Spring Semester – First Year – OTA Student**

- GPA 2.0 or higher
- 5 Hours Community/Campus Service
- 5 CE Units/Hours of Professional Development
- Attendance at ALL OTA Student Meetings and Skills Lab
- Professional Development Assessment

**Fall Semester – Second Year – OTA Student**

- GPA 2.0 or higher
- 5 Hours Campus/Community Service
- 5 CE Units/Hours of Professional Development
- Attendance at ALL OTA Student Meetings and Skills Lab
- Professional Development Assessment (“S” in all areas)
- Compliance of Health Requirements Updated
- Compliance Background Re-Check
- AOTA Membership Renewal

**OTA Skills Review Labs Attendance**

- Spring Semester/First Year: Monday before classes begin
- Fall Semester/Second Year: Monday before classes begin

“Occupational Therapy – Living Life to Its Fullest.”
Directions for Submitting Benchmarks

**All forms required to document Benchmarks are available in the OTA Student Information Site on eZ LMS.**

**Fall Semester – First Year**

*Job Shadow/Community Service hours (20) must be submitted on the **Job Shadow/Community Service Hours Documentation Form and completed within the last year unless approved by Department Chair. Attendance at all OTA Student Meetings is required and will be documented by the OTA faculty. Submit proof of compliance in health requirements, background check and eLearning, emailed from the CastleBranch Website (directions in CastleBranch Handbook). Professional Development Assessment will be completed and reviewed with each student by November 30th using data gathered on each student during Fall Semester.

Fall semester benchmarks are part of the selection process for continuation into spring semester. If benchmarks are not completed, if selection occurs, it will be conditional on completing benchmarks.

**Spring Semester – First Year**

Grades will be recorded after final grades are posted in May (this will be completed by the program).

*Community/Campus Service hours (5) completed and submitted on the **Job Shadow/Community Service Hours Form and completed with the last year unless approved by Department Chair. Continuing Education hours (5) must be completed and submitted on Continuing Education Hours Form along with proof of hours (certificates, etc.) Professional Development Assessment will be completed and reviewed with each student by May 1st using data gathered on each student during Spring Semester.

Attendance at all OTA Student Meetings and Spring Semester Skills Lab is required and will be documented by the OTA faculty.

**Fall Semester – Second Year**

Grades will be recorded after final grades are posted in December (this will be completed by the program).

* Community/Campus Service hours (5) and submitted on the **Job Shadow/Community Service Hours Form and completed within the last year unless approved by Department Chair. Continuing Education hours (5) must be completed and submitted on Continuing Education Hours Form along with proof of hours (certificates, etc.) Attendance at all OTA Student Meetings and Fall Semester Skills Lab is required and will be documented by the OTA faculty. Professional Development Assessment will be completed and reviewed with each student by November 15th using data gathered on each student during Fall Semester. All areas must be assessed at a “S” to proceed to Fieldwork Level II. Submit compliance of health requirements emailed from the CastleBranch Website (directions in CastleBranch Handbook). Submit proof of a Background Re-Check and eLearning renewal.

* Requirement submitted by student to CastleBranch for approval.

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**OTA Skills Review Labs**

August 21, 2023 (2nd Year Students)
January 8, 2024 (1st Year Students)
August 19, 2024 (2nd Year Students)**
OTA Student Professional Behavior

North Dakota State College of Science Occupational Therapy Assistant students are expected to demonstrate professional skills in the classroom, community, and while completing fieldwork.

The student will assume responsibility for the academic learning process by:

1. Notifying instructor(s) prior to absence or tardiness when possible.
2. Bringing all necessary materials and equipment as appropriate for classroom or laboratory participation.
3. Being knowledgeable about course requirements and expectations as outlined in the course syllabi.
4. Using borrowed materials in a respectful manner and returning items in a timely manner per policy of the instructor.

The student will demonstrate a positive attitude toward the academic learning process by:

1. Seeking and utilizing suggestions and constructive criticism from peers, faculty and supervisors.
2. Activity participating in class discussions and interactions.
3. Responding to the needs of peers, patients/clients, staff and faculty.
4. Using class time effectively by having completed reading assignments and other learning activities before the class period in order to contribute to and participate in class discussions.
5. Using laboratory time to practice skills in order to achieve competency in those skills.
6. Collaborating with students, faculty and other professionals as appropriate.
7. Seeking out additional learning experiences as appropriate.

The student will assume responsibility for the learning process in the fieldwork experience by:

1. Notifying Fieldwork Educator prior to absence or tardiness.
2. Asking questions when unsure of procedures, safety issues, or further information about your clients.
3. Compliance with the dress code of the fieldwork facility.
4. Conforming to the policies and procedures of the fieldwork setting.
5. Maintaining the clinic area, supplies and equipment.

The student will demonstrate a positive attitude toward learning in the fieldwork setting by:

1. Seeking and using suggestions and the constructive criticism from supervisors, peers, faculty and other professionals.
2. Participating in clinical interactions and discussions.
3. Responding to the needs of patients/clients, supervisors and peers.
4. Using the clinic time effectively by reading related material and discussing related material with appropriate persons.
5. Collaborating with patients/clients, supervisors and staff.
6. Researching evaluations and intervention techniques and discussing applications to programming.

The student will demonstrate professional duties in the academic and fieldwork settings by:

1. Maintaining confidentiality of information regarding patients/clients, peers and other professionals.
2. Respecting authority of faculty and supervisors by:
   a. Being flexible to needed changes in schedules, etc.
   b. Accepting feedback in a positive manner
   c. Performing tasks as requested
   d. Seeking out faculty or supervisor for direction
   e. Modifying behavior in response to supervision
3. Separating personal needs from client or class needs.
4. Handling personal and professional frustrations appropriately.
Student Professional Development Assessment

Professional behaviors are attitudes, characteristics or actions that are not explicitly part of the core of knowledge and technical skill required to practice as an OT but are required for success in the profession. This form outlines ten areas of professional behavior which are necessary for competent practice. The development of professional behavior is a collaborative process between the student and the NDSCS Occupational Therapy Assistant Program (OTA) including full time faculty, part time faculty, Fieldwork Educators, and faculty teaching supportive courses.

The student will be asked to rate his/her professional development using this form during each of the three report levels as indicated: OTA 101, 102, 105, 110 (Knowledge), OTA 111, 112, 113, 114, 115, 151 (Comprehension), and OTA 213, 214, 215, 216, 217, 218, 219, 252 (Application). At each report level, the faculty of the Occupational Therapy Assistant Program will also rate the student’s professional development. This information will be shared during one-to-one advising meetings. It is the responsibility of the faculty advisor to gather feedback from all faculty and Fieldwork Educators involved in the students’ education during that report period. It is the responsibility of all OTA program faculty to contribute to the development of student assessment.

In order to begin Fieldwork Level II, OTA 254 and 255, the student must earn a satisfactory (S) score in all the categories during the third report period: OTA 213, 214, 215, 216, 217, 218, 219, 252, 253. The student must not score an NI or NSI on any item during the third report period.

Items scored NI or NSI during the second or third report period must be addressed using a plan for remediation. The plan must contain measurable goals including a timeline for completion. Signatures of both the student and the academic advisor are required on the form following the advising meeting. The date of the meeting should be indicated.

RATING

The following ratings are used in scoring the form:

- **S** = satisfactory, routinely meets expectations
- **NI** = needs improvement, not consistent in meeting expectations
- **NSI** = needs significant improvement, seldom meets expectations
- **N/O** = not observed at this time, does not imply behavior is missing
## Student Professional Development Assessment

**Descriptions & Guide**

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

<table>
<thead>
<tr>
<th>Professional Behavior</th>
<th>Knowledge Level Semester 1</th>
<th>Comprehension Level Semester 2</th>
<th>Application Level Semester 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Identifies own learning approaches/style needs</td>
<td>a. Communicates own thoughts and ideas, both written and oral.</td>
<td>a. Identifies personal/professional goals for OT education/practice</td>
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<tr>
<td>b. Formulates and verbalizes appropriate questions in class and lab</td>
<td>b. Identifies and communicates own specific learning strengths and needs based on prior experiences</td>
<td>b. Seeks out and utilizes diverse resources to obtain information</td>
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<tr>
<td>c. Demonstrates and articulates a positive attitude (motivation) toward learning</td>
<td>c. Accepts and actively seeks new learning opportunities in and out of the classroom</td>
<td>c. Integrates and demonstrates multiple strategies to succeed in the learning environment</td>
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<tr>
<td>d. Accepts that there may be more than one answer to a problem</td>
<td>d. Accepts that there may be more than one answer to a problem</td>
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<tr>
<td>e. Communicates understanding of various possible solutions to a given problem</td>
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</tbody>
</table>

| **II. Interpersonal Skills** | a. Respects and listens to the opinions and ideas of others in a nonbiased manner | a. Recognizes impact of nonverbal communication and modifies behavior and response accordingly |
| | b. Respects the cultural and personal differences of others | b. Assumes responsibility for own actions in classroom and fieldwork settings. |
| | c. Communicates verbally and in writing with others in a respectful, professional manner | c. Seeks to gain knowledge and constructive feedback from others. |
| | a. Recognizes impact of nonverbal communication and modifies behavior and response accordingly | d. Works effectively and collaboratively with a variety of class members. |
| | b. Assumes responsibility for own actions in classroom and fieldwork settings. | e. Contributes to and facilitates the development of learning of other class members. |
| | c. Communicates verbally and in writing with others in a respectful, professional manner | |
| | a. Identify personal/professional goals for OT education/practice | a. Talks about difficult issues with sensitivity and objectivity in a constructive setting and manner. |
| | b. Seeks out and utilizes diverse resources to obtain information | b. Demonstrates an awareness of and ability to monitor own biases to facilitate class collaboration. |

| **III. Use of Constructive Feedback** | a. Demonstrates active listening skills. | a. Assesses own performance accurately. |
| | b. Actively seeks feedback and assistance from faculty when needed. | b. Develops a plan of action in response to feedback. |
| | c. Demonstrates a positive attitude toward feedback | c. Modifies own performance in response to feedback. |
| | a. Demonstrates active listening skills. | d. Seeks feedback from classmates. |
| | b. Actively seeks feedback and assistance from faculty when needed. | |
| | c. Demonstrates a positive attitude toward feedback | a. Considers the consequences of multiple approaches to responses to feedback. |
| | a. Demonstrates active listening skills. | b. Utilizes feedback from faculty, peers and self in a manner that promotes professional growth. |
| | b. Actively seeks feedback and assistance from faculty when needed. | |
| | c. Demonstrates a positive attitude toward feedback | a. Allots enough time to do research and complete multi-staged assignments. |
| | a. Focuses on tasks at hand. | b. Utilizes diverse resources effectively for obtaining information. |
| | b. Attends all classes and is consistently on time. | |
| | c. Completes assignments on schedule. | |
| b. Attends all classes and is consistently on time. | b. Plans ahead, anticipates unforeseen time demands. | b. Reassess solutions. |
| c. Completes assignments on schedule. | c. Demonstrates ability to establish priorities in time use. | c. Accepts responsibility for implementing solutions that reflect needs of group and the goals of the profession. |

| **IV. Effective Use of Time and Resources** | a. Recognizes problems affecting learning situation. | a. Prioritizes problems. |
| | b. Describes known solutions to problem. | b. Implements a solution to problems. |
| | c. Identifies known resources needed to develop solutions | c. Consults with others to clarify problems. |
| b. Describes known solutions to problem. | b. Implements a solution to problems. | |
| c. Identifies known resources needed to develop solutions | c. Consults with others to clarify problems. | |

| **V. Problem Solving** | a. Demonstrates correct grammar, spelling & punctuation. | | |
| VII. Professionalism | a. Demonstrates general understanding of AOTA Code of Ethics  
b. Demonstrates awareness of College and OTA Program’s policies and procedures  
c. Demonstrates honesty, compassion and respect for all.  
a. Projects professional image during oral presentations: content, appearance, and terminology  
b. Demonstrates awareness of confidentiality issues/concerns  
c. Identifies positive professional role models/mentors  
a. Discusses societal expectations of professionals  
b. Demonstrates ability to compromise and negotiate as a team member  
c. Demonstrates ability to modify behaviors and communication style to meet varying expectations in professional settings and situations |
| VIII. Responsibility | a. Demonstrates punctuality for classes, appointments.  
b. Demonstrates dependability.  
c. Follows through on commitments: assignments, meetings, etc.  
a. Accepts responsibility for own actions/outcomes  
b. Completes all projects without being prompted or reminded.  
c. Accepts responsibility for maintaining work area.  
d. Demonstrates beginning leadership skills in assigned projects.  
a. Accepts role as group leader in class and lab activities.  
b. Effectively assumes roles to meet the needs of the group.  
c. Accepts appropriate responsibility for outcomes of team actions. |
| IX. Critical Thinking | a. Raises relevant questions  
b. Articulates ideas and opinions  
c. Gathers and uses all available information when making decisions/judgments  
a. Discusses new ideas and seeks alternative ideas  
b. Reflects on ideas and thought processes and communicates insight.  
c. Exhibits openness to opposing ideas.  
a. Justifies solutions or decisions.  
b. Demonstrates a beginning ability to offer alternative solutions to complex problems and issues.  
c. Communicates potential outcomes from various responses to a problem. |
| X. Stress Management | a. Identifies own stressors or problems.  
b. Seeks assistance as needed.  
c. Acknowledges (verbally or non-verbally) distress or problems of others.  
d. Shows empathy for others.  
a. Demonstrates the ability to effectively balance academic and personal work life.  
b. Demonstrates appropriate emotional response in diverse situations.  
c. Develops and utilizes effective coping strategies to deal with own stressors.  
a. Demonstrates the ability to manage multiple commitments to self and others.  
b. Assists others in recognizing stressors.  
c. Identifies own strengths in solving problems. |
OTA 1st Semester Student Self-Assessment of Professional Development

Student:

1. Based on the curriculum and activities of the first year, what aspects of OT are the most intriguing or interesting to you?

2. What aspects of OT are least interesting to you?

3. **Academic Strengths**: Based on the course assignments, activities, and exams, what are your academic strengths?

4. **Academic Needs**: Based on the course assignments, activities, and exams, what are your academic needs?

5. Write three personal goals for the 2nd semester. What are some of the things you will do to accomplish your goals?

   a. 

   b. 

   c. 

Student ____________________________________________ Date ________

Faculty ________________________________ Date ________
### OTA Student Professional Development Assessment – Semester: □ 1 □ 2 □ 3

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Routinely meets expectations (S)  Needs improvement, not consistently meeting expectation (NI)  Needs significant improvement, seldom meets expectation (NSI)  Not observed (N/O)

To enroll in OTA 254/255; the student must earn a satisfactory score in all categories during Semester 3.

An additional comment page can be attached to this document as needed.

**Student** ____________________________  **Date** ________________

**Faculty** ____________________________  **Date** ________________
**OTA 2nd Semester**

**Reflection on Learning to date, as Related to Professional Development**

Strengths:

Areas of Need:

Professional Behavioral Objective 1:

Plan to Carry Out Objective 1:

Professional Behavioral Objective 2:

Plan to Carry Out Objective 2:

Comments:

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Faculty: ___________________________ Date: ___________
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An additional comment page can be attached to this document as needed.

Student _______________________________ Date ________________

Faculty _______________________________ Date ________________
OTA 3<sup>rd</sup> Semester

Critical Thought Process Related to Readiness for FW Level II Status of Professional Development

Strengths:

Areas of Need:

Professional Behavioral Objective 1:

Plan to Carry Out Objective 1:

Professional Behavioral Objective 2:

Plan to Carry Out Objective 2:

Comments:

Student ____________________________________________ Date _______________________

Faculty ____________________________________________ Date _______________________


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To enroll in OTA 254/255; the student must earn a satisfactory score in all categories during Semester 3.

An additional comment page can be attached to this document as needed.

Student: ___________________________________________ Date: ________________

Faculty: ___________________________________________ Date: ________________
Job shadow/Community Service Hours Documentation

Applicant ___________________________ Date __________________

Email Address ________________________ Phone ( )__________

First Year Fall Semester requirement is 20 hours. First Year Spring Semester and Second Year Fall Semester requirements are 5 hours each semester. Shadow/Volunteer/Community Service hours cannot be paid work hours.

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<th>Site/Address</th>
<th>Activity</th>
<th>Hours Completed</th>
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Supervisor’s Name (Please Print)  
Email and Phone Number  
Supervisor’s Signature

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Supervisor’s Name (Please Print)  
Email and Phone Number  
Supervisor’s Signature

*Submit this completed form to CastleBranch for approval to meet semester benchmarks.*
Continuing Education Hours Documentation

Applicant ___________________________ Date __________________

Email Address ________________________ Phone (     )__________

First Year (Spring Semester) requirement is 5 Continuing Education activities/hours. Second Year (Fall Semester) requirements are 5 Continuing Education activities/hours.

<table>
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<tr>
<th>CE Activity</th>
<th>Date/Location</th>
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*Submit this completed form, along with proof of CE’s/hours i.e. certificates, etc. to CastleBranch for approval to meet semester benchmarks.
Occupational Therapy:
1: a health, wellness, and rehabilitation profession;
2: looks at the whole person;
3: devises positive strategies for everyday living;
4: customizes environment;
5: develops and maximizes potential;
6: achieves outcomes,
7: Living Life to its Fullest!