

**NDSCS**  
**Occupational Therapy Assistant Program**

**OTA Program Progression**  
**Benchmarks**  
**2024-2025**



**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

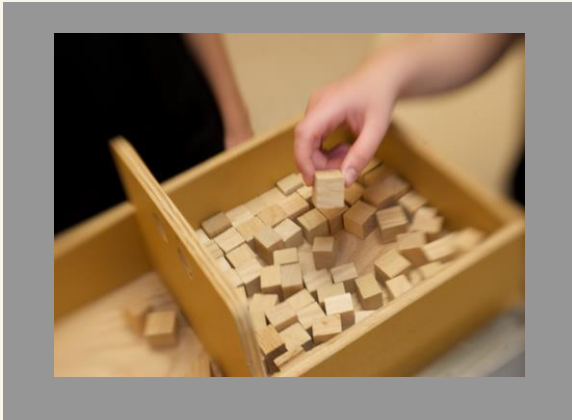
- GPA 2.0 or higher
- 5 Hours Community/Campus Service
- 5 CE Units/Hours of Professional Development
- Attendance at ALL OTA Student Meetings and Skills Lab
- Professional Development Assessment

### 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 BlackBoard*

## Fall Semester – First Year

*Deadline for Submission: December 1<sup>st</sup>*

\*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 30<sup>th</sup> 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

*Deadline for Submission: May 1<sup>st</sup>*

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 1<sup>st</sup> 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

*Deadline for Submission: December 1<sup>st</sup>*

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 15<sup>th</sup> 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.**

**OTA Skills Review Labs  
These will be in August and January.  
Dates will be determined.  
Mark your calendars!**

# 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 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.**

**OCCUPATIONAL THERAPY:**

*“Achieving Success in Everyday Life”*



North Dakota State College of Science | Wahpeton, ND

## 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 area 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.*

Professional Behavior	Knowledge Level <i>Semester 1</i> <i>OTA 101, 102, 105, 110</i>	Comprehension Level <i>Semester 2</i> <i>OTA 111, 112, 113, 114, 115, 151</i>	Application Level <i>Semester 3</i> <i>OTA 213, 214, 215, 216, 217, 218, 219, 252, 253</i>
<b>I. Commitment to Learning</b>	<ul style="list-style-type: none"> <li>a. Identifies own learning approaches/style needs</li> <li>b. Formulates and verbalizes appropriate questions in class and lab</li> <li>c. Demonstrates and articulates a positive attitude (motivation) toward learning</li> </ul>	<ul style="list-style-type: none"> <li>a. Communicates own thoughts and ideas, both written and oral.</li> <li>b. Identifies and communicates own specific learning strengths and needs based on prior experiences</li> <li>c. Accepts and actively seeks new learning opportunities in and out of the classroom</li> <li>d. Accepts that there may be more than one answer to a problem</li> <li>e. Communicates understanding of various possible solutions to a given problem</li> </ul>	<ul style="list-style-type: none"> <li>a. Identifies personal/professional goals for OT education/practice</li> <li>b. Seeks out and utilizes diverse resources to obtain information</li> <li>c. Integrates and demonstrates multiple strategies to succeed in the learning environment</li> </ul>
<b>II. Interpersonal Skills</b>	<ul style="list-style-type: none"> <li>a. Respects and listens to the opinions and ideas of others in a nonbiased manner</li> <li>b. Respects the cultural and personal differences of others</li> <li>c. Communicates verbally and in writing with others in a respectful, professional manner</li> </ul>	<ul style="list-style-type: none"> <li>a. Recognizes impact of non-verbal communication and modifies behavior and response accordingly</li> <li>b. Assumes responsibility for own actions in classroom and fieldwork settings.</li> <li>c. Seeks to gain knowledge and constructive feedback from others.</li> <li>d. Works effectively and collaboratively with a variety of class members.</li> <li>e. Contributes to and facilitates the development of learning of other class members.</li> </ul>	<ul style="list-style-type: none"> <li>a. Talks about difficult issues with sensitivity and objectivity in a constructive setting and manner.</li> <li>b. Demonstrates an awareness of and ability to monitor own biases to facilitate class collaboration.</li> </ul>
<b>III. Use of Constructive Feedback</b>	<ul style="list-style-type: none"> <li>a. Demonstrates active listening skills.</li> <li>b. Actively seeks feedback and assistance from faculty when needed.</li> <li>c. Demonstrates a positive attitude toward feedback</li> </ul>	<ul style="list-style-type: none"> <li>a. Assesses own performance accurately.</li> <li>b. Develops a plan of action in response to feedback.</li> <li>c. Modifies own performance in response to feedback.</li> <li>d. Seeks feedback from classmates.</li> </ul>	<ul style="list-style-type: none"> <li>a. Considers the consequences of multiple approaches to responses to feedback.</li> <li>b. Utilizes feedback from faculty, peers and self in a manner that promotes professional growth.</li> </ul>
<b>IV. Effective Use of Time and Resources</b>	<ul style="list-style-type: none"> <li>a. Focuses on tasks at hand.</li> <li>b. Attends all classes and is consistently on time.</li> <li>c. Completes assignments on schedule.</li> </ul>	<ul style="list-style-type: none"> <li>a. Coordinates tasks and schedules with classmates for group projects.</li> <li>b. Plans ahead, anticipates unforeseen time demands.</li> <li>c. Demonstrates ability to establish priorities in time use.</li> </ul>	<ul style="list-style-type: none"> <li>a. Allots enough time to do research and complete multi-staged assignments.</li> <li>b. Utilizes diverse resources effectively for obtaining information.</li> </ul>
<b>V. Problem Solving</b>	<ul style="list-style-type: none"> <li>a. Recognizes problems affecting learning situation.</li> <li>b. Describes known solutions to problem.</li> <li>c. Identifies known resources needed to develop solutions</li> </ul>	<ul style="list-style-type: none"> <li>a. Prioritizes problems.</li> <li>b. Implements a solution to problems.</li> <li>c. Consults with others to clarify problems.</li> <li>d. Accepts responsibility for implementing solutions.</li> </ul>	<ul style="list-style-type: none"> <li>a. Considers consequences of multiple possible solutions.</li> <li>b. Reassess solutions.</li> <li>c. Accepts responsibility for implementing solutions that reflect needs of group and the goals of the profession.</li> </ul>
<b>VI. Communication Skills</b>	<ul style="list-style-type: none"> <li>a. Demonstrates correct grammar, spelling &amp; punctuation.</li> </ul>	<ul style="list-style-type: none"> <li>a. Demonstrates understanding of professional terminology and utilizes standard English when communicating</li> </ul>	<ul style="list-style-type: none"> <li>a. Presents oral and written information with logical organization and sequencing using professional terminology</li> </ul>



	<ul style="list-style-type: none"> <li>b. Demonstrates active listening skills in the classroom/lab.</li> <li>c. Maintains open and constructive communication.</li> <li>d. Displays body language appropriate to the academic and fieldwork settings.</li> </ul>	<ul style="list-style-type: none"> <li>b. Restates, reflects and clarifies oral messages as appropriate.</li> <li>c. Communicates learning needs and concerns in a professional manner.</li> </ul>	<ul style="list-style-type: none"> <li>b. Communicates a clear understanding of the issues and topics through examinations and discussions.</li> </ul>
<b>VII. Professionalism</b>	<ul style="list-style-type: none"> <li>a. Demonstrates general understanding of AOTA Code of Ethics</li> <li>b. Demonstrates awareness of College and OTA Program's policies and procedures</li> <li>c. Demonstrates honesty, compassion and respect for all.</li> </ul>	<ul style="list-style-type: none"> <li>a. Projects professional image during oral presentations: content, appearance, and terminology</li> <li>b. Demonstrates awareness of confidentiality issues/ concerns</li> <li>c. Identifies positive professional role models/mentors</li> </ul>	<ul style="list-style-type: none"> <li>a. Discusses societal expectations of professionals</li> <li>b. Demonstrates ability to compromise and negotiate as a team member</li> <li>c. Demonstrates ability to modify behaviors and communication style to meet varying expectations in professional settings and situations</li> </ul>
<b>VIII. Responsibility</b>	<ul style="list-style-type: none"> <li>a. Demonstrates punctuality for classes, appointments.</li> <li>b. Demonstrates dependability.</li> <li>c. Follows through on commitments: assignments, meetings, etc.</li> </ul>	<ul style="list-style-type: none"> <li>a. Accepts responsibility for own actions/outcomes</li> <li>b. Completes all projects without being prompted or reminded.</li> <li>c. Accepts responsibility for maintaining work area.</li> <li>d. Demonstrates beginning leadership skills in assigned projects.</li> </ul>	<ul style="list-style-type: none"> <li>a. Accepts role as group leader in class and lab activities.</li> <li>b. Effectively assumes roles to meet the needs of the group.</li> <li>c. Accepts appropriate responsibility for outcomes of team actions.</li> </ul>
<b>IX. Critical Thinking</b>	<ul style="list-style-type: none"> <li>a. Raises relevant questions</li> <li>b. Articulates ideas and opinions</li> <li>c. Gathers and uses all available information when making decisions/judgments</li> </ul>	<ul style="list-style-type: none"> <li>a. Discusses new ideas and seeks alternative ideas</li> <li>b. Reflects on ideas and thought processes and communicates insight.</li> <li>c. Exhibits openness to opposing ideas.</li> </ul>	<ul style="list-style-type: none"> <li>a. Justifies solutions or decisions.</li> <li>b. Demonstrates a beginning ability to offer alternative solutions to complex problems and issues.</li> <li>c. Communicates potential outcomes from various responses to a problem.</li> </ul>
<b>X. Stress Management</b>	<ul style="list-style-type: none"> <li>a. Identifies own stressors or problems.</li> <li>b. Seeks assistance as needed.</li> <li>c. Acknowledges (verbally or non-verbally) distress or problems of others.</li> <li>d. Shows empathy for others.</li> </ul>	<ul style="list-style-type: none"> <li>a. Demonstrates the ability to effectively balance academic and personal work life.</li> <li>b. Demonstrates appropriate emotional response in diverse situations.</li> <li>c. Develops and utilizes effective coping strategies to deal with own stressors.</li> </ul>	<ul style="list-style-type: none"> <li>a. Demonstrates the ability to manage multiple commitments to self and others.</li> <li>b. Assists others in recognizing stressors.</li> <li>c. Identifies own strengths in solving problems.</li> </ul>

### OTA 1<sup>st</sup> 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?

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

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

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

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

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

Student \_\_\_\_\_

Date \_\_\_\_\_

Faculty \_\_\_\_\_

Date \_\_\_\_\_

**Student/  
Faculty**

**Student:**

**OTA Student Professional Development Assessment – Semester:**    1    2    3

As Related to OTA Student Roles:	Student Score	OTA Student Comments	Faculty Score	OTA Faculty Comments
Demonstrates a professional commitment to learning				
Displays professional & empathic interpersonal skills				
Utilizes feedback constructively				
Utilizes time & resources effectively				
Demonstrates effective problem-solving skills				
Displays professional communication skills				
Displays professionalism in judgment, attitudes, and actions				
Demonstrates responsibility for own actions				
Employs critical thinking				
Utilizes effective stress management skills				

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

*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** \_\_\_\_\_

Student:

**OTA 2<sup>nd</sup> Semester**

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

Strengths:

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Areas of Need:

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Professional Behavioral Objective 1:

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Plan to Carry Out Objective 1:

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Professional Behavioral Objective 2:

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Plan to Carry Out Objective 2:

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Comments:

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Student \_\_\_\_\_ Date \_\_\_\_\_

Faculty \_\_\_\_\_ Date \_\_\_\_\_

Student/ Faculty
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Student: \_\_\_\_\_

OTA Student Professional Development Assessment – Semester:  1  2  3

As Related to OTA Student Roles:	Student Score	OTA Student Comments	Faculty Score	OTA Faculty Comments
Demonstrates a professional commitment to learning				
Displays professional & empathic interpersonal skills				
Utilizes feedback constructively				
Utilizes time & resources effectively				
Demonstrates effective problem-solving skills				
Displays professional communication skills				
Displays professionalism in judgment, attitudes, and actions				
Demonstrates responsibility for own actions				
Employs critical thinking				
Utilizes effective stress management skills				

S	Routinely meets expectations	NI	Needs improvement, not consistently meeting expectation
N/O	Not observed	NSI	Needs significant improvement, seldom meets expectation
<i>To enroll in OTA 254/255; the student must earn a satisfactory score in all categories during Semester 3.</i>			

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

Student \_\_\_\_\_ Date \_\_\_\_\_

Faculty \_\_\_\_\_ Date \_\_\_\_\_

**Student**

**Student:**

**OTA 3<sup>rd</sup> Semester**

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

Strengths:

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Areas of Need:

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Professional Behavioral Objective 1:

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Plan to Carry Out Objective 1:

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Professional Behavioral Objective 2:

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Plan to Carry Out Objective 2:

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Comments:

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Student \_\_\_\_\_ Date \_\_\_\_\_

Faculty \_\_\_\_\_ Date \_\_\_\_\_

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

Student/  
Faculty

OTA Student Professional Development Assessment – Semester:  1  2  3

As Related to OTA Student Roles:	Student Score	OTA Student Comments	Faculty Score	OTA Faculty Comments
Demonstrates a professional commitment to learning				
Displays professional & empathic interpersonal skills				
Utilizes feedback constructively				
Utilizes time & resources effectively				
Demonstrates effective problem-solving skills				
Displays professional communication skills				
Displays professionalism in judgment, attitudes, and actions				
Demonstrates responsibility for own actions				
Employs critical thinking				
Utilizes effective stress management skills				

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



**Occupational Therapy Assistant Selection Process – Spring Semester**  
**800 6<sup>th</sup> Street North | Wahpeton, ND 58075**  
**NDSCS.OTAdepartment@ndscs.edu**

**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.

Site/Address	Activity	Hours Completed
Supervisor's Name (Please Print)	Email and Phone Number	Supervisor's Signature
Site/Address	Activity	Hours Completed
Supervisor's Name (Please Print)	Email and Phone Number	Supervisor's Signature
Site/Address	Activity	Hours Completed
Supervisor's Name (Please Print)	Email and Phone Number	Supervisor's Signature

**\*Submit this completed form to CastleBranch for approval the meet semester benchmarks.**





**Occupational Therapy Assistant Selection Process – Spring Semester**  
**800 6<sup>th</sup> Street North | Wahpeton, ND 58075 :**  
**NDSCS.OTAdepartment@ndscs.edu**  
**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.**

CE Activity	Date/Location	Hours Completed
CE Activity	Date/Location	Hours Completed
CE Activity	Date/Location	Hours Completed
CE Activity	Date/Location	Hours Completed

**\*Submit this completed form, along with proof of CE’s/hours i.e. certificates, etc. to CastleBranch for approval to meet semester benchmarks.**

## **O**ccupational **T**herapy:

- 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!**

**North Dakota State College of Science  
Occupational Therapy Assistant Program  
800 6<sup>th</sup> Street North | Wahpeton, ND 58076  
Phone: 701-671-2981  
email: [NDSCS.OTAdepartment@ndscs.edu](mailto:NDSCS.OTAdepartment@ndscs.edu)**