



# Professional Standards for Occupational Therapy Practice

## Standard Statements 2007

### College of Occupational Therapists

These standard statements are taken from the College of Occupational Therapists publication *Professional standards for occupational therapy practice* (2007). The standards describe the professional body's expectations in terms of individual practitioner and occupational therapy service processes and quality.

Please refer to the complete *Professional standards for occupational therapy practice* (2007) for fuller information. They include the requirements for occupational therapists or occupational therapy services under each standard statement.

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## **REFERRAL**

### ***Referral standard statements***

- 1 Occupational therapists should have and abide by clearly documented procedures and criteria for referral to their service.
- 2 Occupational therapists should respond to referrals within a stated time frame, based upon local need, resources and policy.
- 3 Where the referral is inappropriate or the service user's needs cannot be met, occupational therapists should either transfer it to an alternative service, or provide information about other services.

## **CONSENT**

### ***Consent standard statements***

- 1 Consent to occupational therapy should be obtained from the service user, recorded and regularly confirmed.
- 2 Occupational therapists should ensure that the service user is fully informed about the nature of occupational therapy generally and the specific nature of the interventions relevant to them. This means that their decisions on consent will be informed.
- 3 Occupational therapists should accept the service user's decision to refuse or withdraw consent at any time, unless the individual lacks the requisite capacity to make valid decisions.
- 4 Occupational therapy staff have a professional and legal obligation to respect the duty of confidentiality, subject to statutory and common-law exceptions to this duty.
- 5 Occupational therapy staff should be aware of the correct legal approach to take when obtaining consent is difficult or impossible.

## **ASSESSMENT AND GOAL SETTING**

### ***Assessment and goal setting standard statements***

- 1 Occupational therapists should prepare for an assessment by ensuring that it is appropriate and safe, and that the person being assessed has given their consent.
- 2 A decision not to carry out, or to discontinue, assessment should be based on identifiable and justifiable reasons.
- 3 The assessment tool should be fit for purpose, and should be used appropriately by the occupational therapy service and its staff.
- 4 The assessment should be carried out under conditions that recognise and value the needs of the service user and their main carer/s.
- 5 The goals for intervention should be agreed in discussion with the service user and/or their carer, based on their priorities and the needs as indicated by the assessment.

## **INTERVENTION AND EVALUATION**

### ***Intervention and evaluation standard statements***

- 1 Intervention should be based upon the goals and objectives that have been identified and negotiated with the service user.
- 2 Intervention should be in accordance with the best or evidence-based practice.
- 3 Intervention should only be provided by a member of staff or person in a care role if they are deemed competent.

- 4 The occupational therapist should monitor and review the effectiveness of an activity or intervention, revising it as necessary to ensure progress.

## **DISCHARGE, CLOSURE OR TRANSFER OF CARE**

### ***Discharge, closure or transfer standard statements***

- 1 Occupational therapists should assess the service user in preparation for discharge, closure or transfer, considering their ability to manage in their future environment, and at all times taking into account the service user's priorities and choices.
- 2 Occupational therapy should only be discontinued when the person being treated has achieved their pre-set goals, has moved outside the criteria of the service, or withdraws their consent.

## **RECORD KEEPING**

### ***Record keeping standard statements***

- 1 A record should be kept of all occupational therapy activity and intervention made with, or on behalf of, the service user.
- 2 Occupational therapy records should be well organised, well managed and clear, to ensure that they are accessible to those who may need to refer to them.
- 3 Occupational therapy staff should be aware of, and abide by, legal requirements for the confidentiality, storage and disposal of records, and a service user's right to access their own records. They should also be guided by local policy on these matters.

## **SERVICE QUALITY AND GOVERNANCE**

### ***Service quality and governance standard statements***

- 1 Occupational therapists should maintain and develop their knowledge, skills and behaviour, and therefore their competence to practise.
- 2 Occupational therapists should protect and maintain the safety of those who use their service.
- 3 Occupational therapists should provide a service of consistent quality, in line with local, professional and national standards.
- 4 Occupational therapists should provide a service that is of the highest quality and the best value for money.

## **PROFESSIONAL DEVELOPMENT/ LIFELONG LEARNING**

### ***Professional development/ lifelong learning standard statements***

- 1 Occupational therapy staff should be supported in their practice and development through regular supervision, within an agreed structure or model.
- 2 Supervision sessions should be recorded detailing the content of discussion and any agreed action.
- 3 Occupational therapy staff should participate in an annual appraisal cycle.
- 4 Occupational therapy staff should achieve and continuously maintain high standards of competence in terms of knowledge, skills and behaviour.

## **PRACTICE PLACEMENTS**

### ***Practice placements standard statements***

- 1 There should be a practice placement agreement between the Higher Education

- Institution (HEI) and the occupational therapy service, with appropriate policies and procedures, and sufficient facilities and resources to support practice education.
- 2 The practice education provided within the service should contribute to the overall aims of the education programme, by helping students become fit to practise, and fit to receive their award.
  - 3 There should be sufficient, properly prepared and supported practice placement educators to facilitate the achievement of students' learning outcomes, while maintaining service delivery.
  - 4 A range of methods designed to promote students' personal and professional development and help them achieve learning outcomes should be employed during each placement.
  - 5 There should be rigorous, robust and effective assessments of safety, competence and professionalism during practice education.

## **SAFE WORKING PRACTICE**

### ***Safe working practice standard statements***

- 1 Occupational therapy staff should take responsibility for systematically assessing and managing the risks involved in providing a service.
- 2 Occupational therapy staff who are lone workers or working alone away from their base, should take reasonable care of themselves and other people affected by their work and co-operate with their employers in meeting their legal obligations.
- 3 Occupational therapy staff should maintain an approach to lifting or moving people that abides by the law and should also facilitate the active rehabilitation of the people in their care, enabling them to exercise control and autonomy in their lives.
- 4 Occupational therapy services should use equipment appropriately and with regard to the safety of staff and those referred to the service.

## **RESEARCH ETHICS**

### ***Research ethics standard statements***

- 1 Occupational therapy researchers should take steps to prevent or minimise harm to participants, researchers or others throughout the research.
- 2 Occupational therapy researchers should take steps to maximise the potential benefits of research.
- 3 Occupational therapy researchers should respect everyone involved in research as true partners.
- 4 Occupational therapy researchers should create circumstances in which participants are able to act on their own, freely-made decisions.
- 5 Occupational therapy researchers should act with integrity and honesty.
- 6 Occupational therapy researchers should act with impartiality and fairness.
- 7 Occupational therapy researchers should establish and maintain the confidentiality and/or anonymity of participants.

## **Reference**

College of Occupational Therapists (2007) *Professional standards for occupational therapy practice*. 2nd ed. London: COT.

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