

Chapter OT 1

DEFINITIONS

OT 1.01 Authority and purpose.

OT 1.02 Definitions.

OT 1.01 Authority and purpose. The rules in this chapter are adopted by the occupational therapists affiliated credentialing board under the authority of ss. 15.085 (5) (b), 227.11 (2) and 448.965, Stats., to govern the licensure and regulation of occupational therapists and occupational therapy assistants.

History: CR 02–026: cr. Register December 2002 No. 564, eff. 1–1–03.

OT 1.02 Definitions. As used in chs. OT 1 to 5:

(1) “Activity demands” means the specific features of an activity that influence the type and amount of the effort required to perform the activity. Activity demands include the specific objects, space demands, social demands, sequence and timing, actions and skills, body functions, and body structures required to carry out the activity.

(2) “Assessment” is a component part of the evaluation process, and means the process of determining the need for, nature of, and estimated time of treatment at different intervals during the treatment, determining needed coordination with or referrals to other disciplines, and documenting these activities.

(3) “Board” means the occupational therapists affiliated credentialing board.

(4) “Body functions” means the physiological functions of body systems, including mental, sensory, pain, neuromusculoskeletal, movement, cardiovascular, hematological, immunological, respiratory, voice, speech, digestive, metabolic, endocrine, genitourinary, reproductive, lymphatic, integumentary, and related structures.

(5) “Body structures” means anatomical parts of the body, such as organs, limbs, and their components that support body functions.

(6) “Client factors” means values, beliefs, spirituality, body functions, and body structures of the client that may affect performance of occupation and activities.

(7) “Consultation” means a work-centered, problem-solving helping relationship in which knowledge, experience, abilities, and skills are shared with client, family, caregivers, and other professionals, including physicians, in the process of helping to habilitate or rehabilitate through the use of occupational therapy.

(8) “Entry-level” means the person has no demonstrated experience in a specific position, such as a new graduate, a person new to the position, or a person in a new setting with no previous experience in that area of practice.

(9) “Evaluation” means the process of obtaining and interpreting data necessary for understanding the individual system or situation. This includes planning for and documenting the evaluation process, results, and recommendations, including the need for intervention and potential change in the intervention plan.

(10) “Experienced” means demonstrated competence in the performance of duties in a given area of practice.

(11) “Habilitation” means an occupational therapy intervention designed for the education, training or support services provided to individuals to assist them in acquiring and maintaining skills not yet gained or learned, thus enabling them to learn, practice, and refine skills needed for independent living, productive employment, activity, and community participation.

(12) “Level I fieldwork” means an integral part of didactic courses and includes varied learning experiences. Students are

supervised in observation and assistance with clients during short term contacts.

(13) “Level II fieldwork” means extended fieldwork which emphasizes the application and integration of academically acquired knowledge and skills in the supervised delivery of occupational therapy services to clients.

(14) “Occupation” means the functional abilities that occupational therapy addresses in the areas of activities of daily living, instrumental activities of daily living, rest and sleep, education, work and vocational activities, play, leisure, and social participation.

(15) “Occupational therapist educational program” means an educational program and supervised internships in occupational therapy recognized by the board and accredited by the Accreditation Council for Occupational Therapy Education or a program approved by the World Federation of Occupational Therapy.

(16) “Occupational therapy assistant educational program” means an educational program and supervised internships in occupational therapy recognized by the board and accredited by the Accreditation Council for Occupational Therapy Education or a program approved by the World Federation of Occupational Therapy.

(18) “Performance contexts and environments” means a variety of interrelated conditions within and surrounding the client that influence an individual’s engagement in desired or required occupational performance including: personal, cultural, temporal, physical, virtual, and social.

(19) “Performance patterns” means patterns of behavior related to an individual’s daily life activities that are habitual or routine.

(20) “Performance skills” means the skills and abilities that an individual demonstrates in the actions they perform including sensorimotor, sensory-perceptual, emotional regulation, cognition, communication, and social skills.

(21) “Prevention” means the fostering of normal development, promoting health and wellness, sustaining and protecting existing functions and abilities, preventing disability, or supporting levels of restoration or change to enable individuals to maintain maximum independence.

(22) “Referral” means the practice of requesting occupational therapy services.

(23) “Rehabilitation” means the process of treatment and education to restore a person’s ability to live and work as independently as possible after a disabling injury or illness.

(24) “Screening” means the review of occupational performance skills in natural environments or educational, or clinical settings to determine the significance of any discrepancy between current performance and expected level of performance, which may be done in consultation with a physician.

(25) “Service competence” means the determination made by various methods that 2 people performing the same or equivalent procedures will obtain the same or equivalent results.

(26) “Supervision” is a cooperative process in which 2 or more people participate in a joint effort to establish, maintain, and elevate a level of competence and performance. One of the participants, the supervisor, possesses skill, competence, experience,

education, credentials, or authority in excess of those possessed by the other participant, the supervisee.

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