



College of Occupational Therapists of Ontario
Ordre des ergothérapeutes de l'Ontario

Code of Ethics

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Issued 2011

Code of Ethics

This Code of Ethics provides registrants with information about the College of Occupational Therapists of Ontario's (the College's) expectations for ethical practice. It outlines a set of values and principles and is intended for use in all contexts and domains of occupational therapy practice, and in all levels of decision making. It further describes the values occupational therapists embody as members of a self-regulating profession and it can be used to help clients, colleagues and members of the public understand our ethical commitments. As a critical component of the College's Complaints, Discipline and Quality Assurance Programs, the Code of Ethics provides information that is crucial to all registrants.

Ethical practice defines what is *good* – and thus, what is right.

The College expects all practitioners to commit to *good* practice. This commitment requires occupational therapists to consciously consider what is *right* in furthering the interests of clients and in protecting the public interest.

The **Code of Ethics** forms the foundation for occupational therapist's ethical obligations. It is the framework for the professional and personal conduct expectations outlined in laws, regulations, College standards and guidelines that govern the practice of occupational therapy. The Code of Ethics articulates the fundamental reference points that guide ethical practice and to which the profession aspires.

Fundamental Values of Occupational Therapists

Values are the ethical building blocks of human behaviour and interaction. They are at the heart of our everyday exchanges, and shape how we relate to and treat others.

Occupational therapists are in a position of duty and authority. They have a duty to the individuals who rely on their knowledge, skill and judgement. They are in a position of authority because they have access to personal and sensitive information and provide services to people who are vulnerable. Consequently, they have a professional responsibility to uphold the professions' fundamental values.

While practice can adopt many forms and take place in a variety of contexts, occupational therapists must always aim for the same common goal – to enable clients to engage in meaningful ways with their world.

Respect and Trust

Occupational therapists are guided by two fundamental values: RESPECT and TRUST.

These core values are as important as the laws, regulations, and College standards and guidelines under which occupational therapists are governed.

Our values relate to the obligations occupational therapists have as self-regulated professionals in whom the public places respect and trust. These values give rise to the ***principles of practice*** that underpin occupational therapy services.

Respect

An occupational therapist promotes respect by applying the principles of:

Client-centred practice

- Determine what has meaning and purpose for the client;
- Recognize that clients are diverse and that each client is an individual;

Respect for autonomy

- Recognize each client's right to make choices for themselves;
- Honour the dignity and worth of each individual;

Collaboration and communication

- Practise as a team member with clients and other professionals.

Trust

An occupational therapist promotes trust by applying the principles of:

Honesty

- Truthfulness is a cornerstone of trust;

Fairness

- Practise justice in dealings with others and within the scope of your work by striving to ensure diversity, equity and inclusion in the provision of occupational therapy services.

Accountability

- Take responsibility for decisions, actions, professional competence and judgement;
- Actions taken by occupational therapists should serve the client's best interest, by working in a transparent, honest manner and while striving to do no harm.

Transparency

- Full disclosure ensures integrity in relationships with clients, other professionals and society.

Professional Boundaries

- In keeping with the standards of practice, set and manage boundaries relating to personal dignity, self-control, professional relationships, privacy, and confidentiality to ensure that the trust a client has placed in the occupational therapist is maintained.

Conflict of Interest

- Proactively recognize, disclose, prevent, and where that is not possible, take measures to effectively manage any conflicts of interest that arise while providing professional services.

The above principles are neither definitive nor exhaustive. Additional principles may be needed in specific situations such as a pandemic or other emergency.

Regulating Practice

The Code of Ethics helps inform the College's decisions about a registrant's conduct if a complaint or complaints are made about the practice of an occupational therapist.

The College also considers the laws, regulations and its standards and guidelines to define the expectations of occupational therapists. In a situation in which these documents do not explicitly address a concern or complaint, the College would turn to the fundamental values and principles of practice for guidance on how to respond.

Reflecting on Practice

Unexpected ethical issues can arise at any time. Therefore, it is imperative that all occupational therapists be aware of the core values and uphold them by applying the principles of practice in their everyday work. When an ethical issue is difficult to resolve, an occupational therapist should consult with colleagues and relevant resources, such as the College, managers or leaders.

Occupational therapists need to reflect on what these ethical expectations mean day-to-day, and their commitment to *good* practice. Reflective practice is essential to ensuring occupational therapists preserve and promote the respect and trust required to achieve the common goal of enabling individuals to engage in meaningful ways in their lives.

Appendix A

Legislative and College Resources Regarding the Code of Ethics Principles

Client-Centred Practice

Legislation

[Human Rights Code, 1990](#)
[Health Care Consent Act, 1996](#)
[Accessibility for Ontarians with Disabilities Act, 2005](#)
[Truth and Reconciliation Commission of Canada \(TRC\) Report, December 2015](#)
[Medical Assistance in Dying \(MAID\) Statute Law Amendment Act, 2017](#)

College Resources

[Standards for Prevention and Management of Conflict of Interest, 2012](#)
[PREP resources \(Consent PREP\)](#)
[Essential Competencies of Practice for Occupational Therapists in Canada](#)
[Guidelines for Medical Assistance in Dying, 2017](#)
[College Commitment to Anti-Racism Statement](#)

Respect for Autonomy

Legislation

[Human Rights Code, 1990](#)
[Substitute Decisions Act, 1992](#)
[Health Care Consent Act, 1996](#)
[Child, Youth and Family Services Act, 2017](#)
[Personal Health Information Protection Act, 2004](#)
[Ontario Regulation 95/07: Professional Misconduct](#)
[Mental Health Act, 1990](#)

College Resources

[Standards for the Prevention of Sexual Abuse, 2018](#)
[Standards for Professional Boundaries, 2015](#)
[Consent Checklist, Standards for Consent, 2017](#)
[PREP – Privacy, Consent, Professional Boundaries](#)
[Guide: Child, Youth and Family Services Act, 2017 \(CYFSA\) - Guide updated 2019](#)
[Standards for Psychotherapy, 2018](#)

Collaboration and Communication

Legislation

[Regulated Health Professions Act, 1991](#)
[Child, Youth and Family Services Act, 2017](#)
[Personal Health Information Protection Act, 2004](#)
[Ontario Regulation 95/07: Professional Misconduct](#)
[Highway Traffic Act, 1990](#)

College Resources

[Conscious Decision-Making in Occupational Therapy Practice, 2012](#)
[Consent Checklist, Standards for Consent, 2017](#)
[PREP – Communication](#)
[Standards for Assessments, 2020](#)
[Standards for Record Keeping, 2016](#)
[Essential Competencies of Practice](#)
[Guide to Discretionary Reporting of Fitness to Drive, 2018](#)

Honesty

Legislation

[Occupational Therapy Act, 1991](#)
[Ontario Regulation 95/07: Professional Misconduct](#)

College Resources

[Standards for Prevention and Management of Conflict of Interest, 2012](#)

Fairness

Legislation

[Human Rights Code, 1990](#)
[Accessibility for Ontarians with Disabilities Act, 2005](#)
[Truth and Reconciliation Commission of Canada \(TRC\) Report, December 2015](#)

College Resources

[Conscious Decision-Making in Occupational Therapy Practice, 2012](#)
[Guidelines for Working Within Managed Resources, 2018](#)
[College Commitment to Anti-Racism Statement](#)

Accountability

Legislation

[Personal Health Information Protection Act, 2004](#)

[Regulated Health Professions Act, 1991](#)

[Child, Youth and Family Services Act, 2017](#)

[Ontario Regulation 95/07: Professional Misconduct](#)

College Resources

[Conscious Decision-Making in Occupational Therapy Practice, 2012](#)

[Consent Checklist, Standards for Consent, 2017](#)

Quality Assurance Resources: Professional Development Plan, Self-Assessment, PREP, Competency Review and Evaluation

Transparency

Legislation

[Apology Act, 2009](#)

[Ontario Regulation 95/07: Professional Misconduct](#)

[Protecting Patients Act, 2017](#)

College Resources

[Standards for Prevention and Management of Conflict of Interest, 2012](#)

[Standards for Record Keeping, 2016](#)

[Standards for Assessments, 2020](#)

[Standards for Consent, 2017](#)

[College Bylaws, November 2020](#)

Professional Boundaries

Legislation

[Ontario Regulation 95/07: Professional Misconduct](#)

[Regulated Health Professions Act, 1991](#)

[Protecting Patients Act, 2017](#)

College Resources

[Standards for Professional Boundaries, 2015](#)

[Standards for the Prevention of Sexual Abuse, 2018](#)

[Standards for Consent, 2017](#)

[Standards for Record Keeping, 2016](#)

Conflict of Interest

Legislation

[Ontario Regulation 95/07: Professional Misconduct](#)

[Regulated Health Professions Act, 1991](#)

College Resources

[Standards for Professional Boundaries, 2015](#)

[Standards for the Prevention of Sexual Abuse, 2018](#)

[Standards for Consent, 2017](#)

[Standards for Record Keeping, 2016](#)

[College Bylaws, November 2020](#)

20 Bay St, Suite 900, PO Box 78, Toronto, ON M5J 2N8
T 416.214.1177 • 1.800.890.6570 F 416.214.1173
www.coto.org

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