

Slippery Rock University

Doctor of Occupational Therapy Program

Technical Standards/ Essential Functions for Candidates for the OTD Program

In accordance with Section 504 of the Rehabilitative Act of 1973 (PL 93-112) and incorporating the guidelines of the Americans with Disabilities Act (ADA PL 101-336) enacted by Congress in 1990, Slippery Rock University's Doctor of Occupational Therapy Program has determined the following minimum technical standards (essential functions) for the assessment of all successful applicants who desire to enroll in the Occupational Therapy program.

The program prepares students for entry-level practice in Occupational Therapy. The goal is to combine a comprehensive background for generalist OT practice along with advanced practice skills in identified practice and professional areas. As a result, graduates must have the knowledge and skills to effectively function in a variety of clinical situations and to render a wide spectrum of client care.

These standards for the Slippery Rock University Occupational Therapy (OT) Program have been established to ensure that students have the ability to demonstrate academic mastery, clinical competency, and the ability to communicate clinical information in sound physical, mental and behavioral abilities. Students are intended to develop and retain knowledge, understanding and skills as defined by the Accreditation Council for Occupational Therapy Education (ACOTE), and the National Board for Certification in Occupational Therapy (NBCOT). These technical standards are required for the admission of all students and must be maintained throughout a student's matriculation through the Occupational Therapy Program. In the event that a student enrolled in the program is unable to fulfill these standards, with or without reasonable accommodation, the student may be counseled to pursue an alternate career path.

These essential skills include, but are not limited to, the ability to:

Sensorimotor Skills:

- Complete comprehensive OT evaluations and conduct intervention sessions which may include measuring range of motion, strength, endurance, muscle tone, structural stability, pain level, activities of daily living skills, instrumental activities of daily living skills, rest and sleep, education, work, play, leisure, social participation, fine motor skills, transfer skills, functional mobility, balance, response to sensation, cognitive status, and home management skills.
- Assume a variety of body postures (i.e., sitting, standing, walking, bending, squatting, kneeling, stair climbing, reaching forward, reaching overhead, twisting of the trunk and neck in all directions).
- Execute appropriate psychomotor movements required for manual handling and manipulation of various object/person sizes and weights including lifting and transferring clients, guarding clients during functional ambulation on level surfaces/uneven surfaces/ramps/stairs, pushing and pulling to provide resistance and to assist in maneuvering and transitioning clients (i.e., dressing, toileting, bed mobility).
- Demonstrate postural control, neuromuscular control, hand/eye coordination, strength and integrated function of the senses of vision, hearing, tactile sense, vestibular and proprioception to manipulate and use common occupational therapy equipment, devices, materials and supplies, and demonstrate competency in the use of these objects.
- Demonstrate sufficient endurance to prepare the educational and clinical environment, effectively manage client care, and complete an episode of care within a reasonable time and adhering to best practice guidelines.
- Demonstrate a high degree of coordination of motor skills and vigilance to respond to emergency situations quickly and appropriately to provide clients a safe environment, including performance of CPR.
- Attend and actively participate in all lecture and application sessions.
- Tolerate sitting for up to 2 hours at a time, over an 8-10 hour period.
- Tolerate periods of physical activity for up to 8-10 hours per day.
- Access transportation to didactic and clinical education sites.
- Assess didactic and clinical sites to be travelled in advance for safe driving or walking conditions.

Process Skills:

- Acquire, retain and apply generalist and advanced knowledge and skill through instructional methods (i.e., written material, oral delivery, visual demonstration, laboratory experience, clinical experience, and independent learning).
- Comprehend, retain, assimilate, analyze, synthesize, integrate, and problem solve complex concepts.
- Apply generalist and advanced knowledge, skill and judgment required to administer, interpret, modify, and prioritize evaluation, intervention, and outcome methods to meet the specific needs of the client and caregivers.
- Formulate written and verbal evaluations (reports) using sound therapeutic judgment to meet didactic, laboratory, and clinical demands in a reasonable time frame.
- Apply generalist and advanced knowledge and judgment required to demonstrate ethical reasoning in all contexts.
- Apply generalist and advanced knowledge and judgment required to demonstrate safe performance in all contexts.

Social Interaction Skills:

- Demonstrate positive interpersonal skills such as collaboration, cooperation, flexibility, tact, empathy, and confidence.
- Demonstrate respect for all individuals with disabilities and those from diverse cultural and linguistic backgrounds, races, religions, and/or sexual orientations.
- Engage successfully in supervisory and instructor-student relationships, in particular, accepting feedback positively and adjusting performance and behavior in a timely manner.
- Communicate in the English language effectively in oral and written forms with all stakeholders (i.e. instructors, clients, classmates, fieldwork educator) using proper grammar, spelling and punctuation in all settings.
- Exhibit professional demeanor pertaining to language, dress, level of assertiveness and respect appropriate to the situation in all settings.
- Demonstrate effective organization, prioritization, time management, stress management and emotional self-regulation in all settings.
- Demonstrate consistent professional behaviors such as initiative, preparedness, dependability and punctuality in all settings.

Slippery Rock University Doctor of Occupational Therapy students should review this information regarding technical skill requirements for the OTD program carefully and identify if additional supports are needed for any portion (didactic, laboratory, clinical, doctoral practicum experience) of the program. Students are encouraged to contact the University's Office of Disability Services (724-738-4877) to arrange an individualized consultation to discuss any support services or accommodations they may need in advance.

CLARIFICATION OR QUESTIONS

For further clarifications or questions regarding the essential functions for Doctor of Occupational Therapy students at Slippery Rock University contact:

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This form must be signed and returned to Graduate Admissions with your completed acceptance form and deposit to be officially admitted.

Student's Printed Name and Banner ID#

Date

Student's Signature

Date

Witness's Signature

Date

These technical standards/ essential functions have been adapted from the James Madison University Occupational Therapy Program, The Slippery Rock University Physician Assistant Program, and the University of Pittsburgh Occupational Therapy Program.