

<i>Policy: Faculty</i> <b>Technical Standards: Occupational Therapy</b>	<i>Issued:</i> 3/10/2006	<i>Revised:</i> 5/2/11 10/20/22	<i>Page 1 of 6</i>
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## Technical Standards for Occupational Therapy Students

All students admitted to the Doctor of Occupational Therapy (OTD) Program in the School of Pharmacy and Health Professions (SPAHP) must be able to demonstrate physical, mental, and cognitive abilities, with or without reasonable accommodation in accordance with the Americans with Disabilities Act (ADA), at the time of admission and at all times during their matriculation in the program. The technical standards set forth in this document establish the essential functional requirements necessary for enrolled students to acquire the knowledge, skills, competencies, and core values of occupational therapy. If a student is unable, or becomes unable, to fulfill these technical standards the student cannot progress in the program or may be required to take a temporary withdrawal from the program following the University's Temporary Withdrawal Policy. These requirements are considered essential for the welfare of individuals within and impacted by the occupational therapy program and necessary for transition to clinical practice.

These technical standards articulate the expectations and requisite abilities considered essential for occupational therapy students to become primary providers of occupational therapy services. For students who believe that they can perform the technical standards with reasonable accommodation(s), the University's Office of Student Accessibility Services will review requests for accommodations. It is the responsibility of the student to provide supporting written documentation from a qualified evaluator (as determined by Office of Student Accessibility Services) with recommendations appropriate to a postsecondary setting. Upon determining that a student is eligible for accommodations, the University will provide reasonable accommodations. For accommodations to be reasonable, they must not fundamentally alter the nature of the program offered, impose an undue hardship, be unduly disruptive to the educational process, and/or negatively affect the safety of students and/or other people, including but not limited to patients, with whom they may come into contact in the course of their studies. Accommodations do not lower course standards or alter the degree to meet course standards or degree requirements. If accommodations are provided, this information will be shared with instructors of record or other University officials upon student request. Students are responsible for following the processes and procedures of Student Accessibility Services.

### TECHNICAL STANDARDS FOR ADMISSION AND CONTINUED ENROLLMENT

#### *Observation/ Sensory*

Students must have sufficient visual abilities to be able to observe and interpret patients/clients accurately. They should also possess functional tactile and proprioceptive skills and abilities necessary to perceive and synthesize inputs during patient/client interaction, evaluation, and treatment.

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A student must demonstrate the ability to:

- Utilize visual acuity, depth-perception, accommodation, color discrimination, and peripheral vision to observe others' movements and body language.
- Observe a person accurately-- at a distance or close-up, with and/or without instrumentation.
- Acquire necessary and relevant information from written documents and for written documents.
- Visualize information presented in images from various formats. Interpret evaluation results.
- Perform formal and informal evaluations and treatment sessions including use of visual acuity, accommodation, and vision to discern differences and variations of movements, dexterity, functional performance, muscle integrity, etc.
- Interpret and translate or explain what the observations mean in relation to a person's performance and/or capabilities.

### ***Communication***

Students must demonstrate effective verbal and written communication with patients, family members/caregivers, faculty/staff, fieldwork educators/clinical supervisors, payers, elected officials, members of the healthcare team and others. They must demonstrate appropriate communication with a diverse persons, groups, and population. Students must demonstrate the ability to use therapeutic communication and a client centered approach. They must display adequate English language skills in written and oral communication.

A student must demonstrate the ability to:

- Speak, hear, and observe others for the purpose of eliciting and/or perceiving information.
- Provide information to others (i.e., faculty, classmates, fieldwork educators/clinical supervisors, patients, caregivers) verbally, in writing, synchronous/asynchronous technology and in person
- Always maintain confidentiality.
- Communicate effectively and efficiently in oral and written English formats with others (classmates, patients/clients, family members, and all members of the health care team), during both emergencies and non-emergency situations.
- Modify their communication style to meet diverse communicative needs.
- Fluently communicate ideas related to a specific goal, topic, etc. for a positive patient/client outcome.
- Resolve conflicts and negotiate with others; provide consultation and advice to others; communicate with persons outside the organization; and guide, direct and motivate others.

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- Effectively communicate and schedule events, programs, activities, work responsibilities.
- Educate and train other students, professionals, patients/clients, and caregivers in a manner that is at an appropriate level of understanding.

### ***Motor***

Students must display adequate motor skills to provide safe, efficient, and effective occupational therapy treatment. Examples of motor skills include sitting tolerance, splint or assisted technology fabrication, computer usage, performing transfers and assisting with bed mobility, and providing range of motion and strengthening activities. These motor skills require adequate gross and fine motor function, vestibular function, strength, and functional usage of the sensory systems.

A student must utilize adequate motor skills to actively participate in classroom, community, and clinical activities which include:

- Moving one's body to stand, walk, climb, bend, reach, stoop, balance, kneel, crouch/squat, crawl, twist, and handle materials.
- Lifting (i.e., Floor to mid-thigh 20 - 50#; Mid-thigh to shoulder level 10 - 50#; Shoulder level and above: 10 - 50#).
- Pushing/Pulling (i.e., Floor to mat 10 - 100#; Mid-thigh to Shoulder level: 10 - 100#; Shoulder level and above: 10 - 100#).
- Carrying items more than 10 feet at least 10 or more pounds.
- Sufficient gross/fine motor coordination to execute movements reasonably required during classroom, community, and/or clinical activities, in general care, and emergency treatment for all patients/clients such as:
  - Evaluations (i.e., muscle palpation, range of motion, sensory processing, etc.)
  - Reaching and manipulating equipment in all required positions
  - Performing precise measurements or splint/assistive technology fabrication
  - Required documentation
  - Planning and implementing intervention sessions

### ***Intellectual / Conceptual***

Students must demonstrate problem solving throughout the didactic and experiential components of the program. This includes the ability to interpret information from multiple sources (written, verbal, environmental, interpersonal, virtual etc.), carry out instructions in a timely manner, and understand and follow policies and procedures. Therefore, the student must be able to read complex material, and write in a way that is accurate, descriptive, free from errors and consistent with guidelines or standards. Further, students must be able to apply critical thinking processes in order to gather information, identify problems and alternative plans of action, and make decisions spontaneously, in "on the spot" situations, frequently under pressure from multiple workload, time and variable environmental demands.

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A student must utilize adequate intellectual, ethical, emotional, and cognitive skills to:

- Achieve academic and clinical knowledge and lifelong learning skills.
- Participate in clinical, community-based, and/or other settings and achieve the competence levels required by the academic and off-campus fieldwork educators and clinical supervisors.
- Employ logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions, or approaches to problems.
- Solve problems by identifying complex problems and reviewing related information to develop and evaluate options and implement solutions for successful patient/client outcomes.
- Self-evaluate, identify, and communicate limits of one's own knowledge and skills.
- Accept constructive written and/or verbal feedback from faculty, supervisors, colleagues, and peers to improve skills and abilities.
- Identify and utilize resources to increase knowledge and skills.
- Synthesize detailed written and oral instruction to independently make decisions.
- Measure, calculate, reason, analyze, process, integrate, synthesize, apply and retain facts, concepts, and data.
- Write and document in a concise, accurate and timely manner.
- Manage time effectively in academic and clinical settings.
- Develop specific goals and plans to prioritize, organize, and accomplish your work.
- Utilize active learning and synthesize new information for problem solving and decision-making.
- Identify and anticipate problems or obstacles and determine an appropriate course of action.
- Demonstrate creative problem solving which may include developing, designing, or creating new applications, ideas, relationships, assistive technology to assist with patient/client positive outcomes.
- Consume and critique literature to make evidence-based decisions.
- Design and implement scholarly work to contribute to the profession's body of knowledge.

### ***Interpersonal / Emotional / Social Abilities***

Students must possess sufficient emotional health to fully utilize their intellectual abilities, exercise good judgment, adhere to ethical standards, complete patient care responsibilities, and relate to others with courtesy, compassion, maturity, and respect. Students must have the ability to participate collaboratively as a team member, modify behavior in response to feedback, and display emotional health. In addition, students must always maintain personal appearance and hygiene that is appropriate for professional and classroom settings.

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A student must possess the ability to:

- Display empathy and effective professional relationships by exhibiting compassion, integrity, and concern for others.
- Manage stress in both the academic and clinical setting and recognize the need to ask for help.
- Maintain emotional stability to adapt to change in rapidly evolving and unpredictable situations.
- Recognize and show respect for diverse individuals, groups, and populations.
- Modify communication strategies to communicate effectively with others in academic and clinical environments.
- Demonstrate honesty, integrity, professionalism, and ethical behavior as set forth by the American Occupational Therapy Association and Occupational Therapy state licensure entities.
- Maintain confidentiality of student/client/patient information
- Encourage and build mutual trust, respect, and cooperation in and among groups and teams.

### **Acknowledgment of Technical Standards**

All occupational therapy applicants must review the technical standards described in this document and perform a self-evaluation to determine if they are able to demonstrate compliance prior to and throughout the program. A signed copy of this form should be returned to the SPAHP Office of Admissions signifying the standards have been read and certifying compliance.

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I certify I have read and understand the Technical Standards of admission to Creighton University’s entry-level doctorate Occupational Therapy program, and I believe to the best of my knowledge I meet each of these standards without accommodation.

\_\_\_\_\_  
 Applicant Signature

\_\_\_\_\_  
 Date

**Alternative statement for students requesting accommodations:** I certify I have read and understand the Technical Standards of admission to Creighton University’s entry-level doctorate Occupational Therapy program, and I believe to the best of my knowledge I meet each of these standards with reasonable accommodation(s).

\_\_\_\_\_  
 Applicant Signature

\_\_\_\_\_  
 Date

*Approved by Occupational Therapy Faculty on 5/2/11*  
*Approved by Occupational Therapy Faculty on 10/20/22*