

OT PROGRAM REQUIREMENTS AND EXPECTATIONS

ESSENTIAL FUNCTIONS

Upon entry into the occupational therapy program, all students will submit a signed acknowledgement that they meet the Essential Functions for an Occupational Therapy Student. The Essential Functions highlight the skills necessary for entry and participation in the program. Fieldwork sites may have a different set of Essential Functions that a student must meet to complete the affiliation in that setting. The Essential Functions document is below:

Essential Functions of the Bay Path Occupational Therapy Student

In accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act, the Occupational Therapy Program (hereinafter referred to as “Program”) at Bay Path University (herein after referred to as “University”) supports the principles of equal opportunity, reasonable accommodations, and diversity. The Program is committed to the education of all qualified students, regardless of ability or disability, and ensuring that students are capable of performing the essential functions of the educational program and occupational therapy practice with or without reasonable accommodations. The University will endeavor to provide reasonable accommodations to enable students to engage and participate in the campus community. **Students with disabilities who wish to request reasonable accommodations must register with the Coordinator of Student Academic Services in the Bashevkin Center for Academic Excellence as soon as possible after acceptance to Bay Path.** Reasonable accommodations that may be made by the University depend on the particular needs of the student as supported by documentation. These requests will be reviewed on an individual basis, with reasonable accommodations implemented as determined to be appropriate by the University. Students who received special education services in secondary school through the Individuals with Disabilities Education Act (IDEA) are not automatically qualified for post-secondary services. IDEA entitles school age children with disabilities to a free, appropriate education designed to facilitate successful learning outcomes. The rights of postsecondary students are governed by Section 504 of the Rehabilitation Act of 1973 and also the American with Disabilities Act. These are civil rights statutes requiring that all postsecondary institutions make reasonable and necessary modifications to rules, policies, and practices to prevent discrimination and ensure access and opportunity for students with disabilities. Such reasonable accommodations must not compromise the academic integrity of the University or the student’s educational program. Equal access and opportunity generally means the same access and opportunity available to the general student population.

Accommodations will meet the particular needs of the requesting student. However, accommodations cannot compromise course goals, standards or essential course content, or impair the rights or opportunities of other students. All reasonable accommodations must recognize the right of faculty to determine the content and academic performance standards in the classroom and related course work.

All students applying to the Occupational Therapy Program at Bay Path University are expected to meet the minimum standards outlined below. These standards apply to the professional practice of occupational therapy. If the ability to perform any of the standards below is compromised, the student must demonstrate alternative methods to perform the essential function as described. It is important for students to read each function carefully before applying to the Program to evaluate their prospects for

both clinical and academic success. Once the essential function standards have been read carefully, the student should print and sign the acknowledgement form and submit it with the application documents.

The standards outlined below outline the essential skills necessary for full and active participation in the educational program and entry level practice settings.

Physical/Sensory/Motor Skills: The student will:

- Demonstrate the necessary visual, tactile, auditory, and other sensory perceptual skills to adequately assess clients and provide therapeutic intervention.
- Demonstrate the physical ability to move freely and safely around clinical sites.
- Demonstrate the ability to attend to and actively participate in required class, lab, and fieldwork experiences.
- Possess functional gross motor, fine motor, and motor planning skills to participate in all class, lab, and fieldwork experiences.
- Utilize hand skills necessary for safe and effective operation of tools and mechanical equipment.
- Demonstrate the ability to safely and efficiently participate in the physical environment.
- Demonstrate sufficient visual, auditory, and tactile acuity to independently register and respond to emergency situations, including those signaled by a change in physical appearance, blood pressure, verbal/nonverbal communication of distress, and emergency situations in the environment.
- Demonstrate the ability to provide patient care without regard to the nature of illness or disability, culture, age, or gender of the patient.
- Possess fine motor, gross motor, and equilibrium skills to safely and skillfully move, transfer, and handle people of various sizes and ages and in a variety of contexts, as well as to handle and utilize clinical equipment. OTs are often required to lift, transfer, or move people (their size or larger), who are completely dependent. As a general rule, students must be able to constantly (66% of the workday and greater) lift and/or move objects up to 15 pounds, frequently (34 - 65% of the workday) lift and/or move objects at 25-50 pounds, and occasionally (1 - 33% of the workday) lift and/or move objects at greater than 50 pounds.
- Possess sufficient postural and neuromuscular control, sensory functions and coordination to complete assessments and perform remediation. This may include sitting, walking, standing, stooping, kneeling, crouching, rotating, squatting, reaching, and lifting.
- Demonstrate the ability to perform moderately taxing physical tasks, including but not limited to, prolonged sitting and/or standing.
- Demonstrate the ability to tolerate occasional exposure to wet/humid internal environments; close proximity to mechanical objects or parts; exposure to fumes and/or airborne particles; exposure to blood borne pathogens; exposure to unfavorable weather conditions, such as rain or snow; exposure to hot/cold materials or environments; and exposure to vibration on an infrequent or non-regular basis.

Cognitive/Intellectual/Conceptual Skills: The student will:

- Demonstrate the necessary attention/arousal for classroom, lab, and fieldwork settings; demonstrate the ability to sustain attention for prolonged periods of time for the acquisition of learning.
- Demonstrate the ability to recall relevant concepts, identify key concepts, organize information, prioritize data, and interpret information to identify abstract relationships.
- Demonstrate the ability to measure, calculate, analyze, reason, process, integrate, synthesize, apply, and retain facts, concepts, and data necessary for practice in the health professions.
- Comprehend multi-dimensional relationships and demonstrate appropriate spatial relations in various contexts, including the relationships of anatomic structures.
- Demonstrate the ability to independently identify, read, organize, synthesize, and integrate material from course and other texts, journal articles, health records, client interviews, and clinical observations.
- Demonstrate the ability to apply research, theoretical concepts, and clinical reasoning to specific clients, diagnoses, and contexts; provide a rationale for selected medical and therapeutic intervention.
- Demonstrate the ability to participate in and contribute to classroom, lab, and fieldwork experiences by sharing opinions, perspectives, insight, and experiences.
- Utilize appropriate and effective organizational and time management skills to meet academic, fieldwork, and practice deadlines.
- Gather and synthesize information necessary to handle the challenges of class, lab, and fieldwork settings.
- Assess and analyze the effectiveness and appropriateness of their work and intervention plans.
- Utilize skills to recognize potential errors in class, lab, and fieldwork activities and employ adaptation strategies to proactively address these potential errors.

Psychosocial Skills: The student will:

- Demonstrate the ability to self-regulate behaviors in class, lab, and fieldwork experiences.
- Demonstrate self-directed learning and professionalism in all class, lab, and fieldwork experiences
- Demonstrate the ability to adapt to frequent and sometimes unexpected change; demonstrate flexibility in class, lab, fieldwork, and experiential activities; and demonstrate maturity and adaptability during times of stress and uncertainty, which are often inherent in educational and fieldwork experiences.
- Demonstrate the ability to identify and maintain appropriate personal and professional boundaries in class, lab, and fieldwork experiences.
- Demonstrate awareness of personal emotional state and the ability to regulate emotions in class, lab, and fieldwork activities.
- Demonstrate sufficient emotional stability and well-being for client care and for the development of mature, effective, empathetic, and sensitive relationships with peers, faculty/staff, colleagues, and clients/families.
- Demonstrate the ability to maintain self-control during challenging situations and limit the impact of personal challenges on class, lab, and fieldwork experiences.

- Demonstrate emotional maturity and stability when managing multiple and variable tasks; appropriately respond to stressful situations.
- Listen to, interpret, and respond to peer and instructor feedback in a calm and respectful manner.

Communication Skills: The student will:

- Be respectful in all verbal, written, email, and electronic communication.
- Have an awareness of nonverbal behaviors and the impact those behaviors have on communication and interaction.
- Use appropriate language and grammar in verbal, written, email, and electronic communication.
- Demonstrate the ability to effectively use technology to communicate and interact with others in a professional manner.
- Request and respond to peer and instructor feedback in a professional manner.
- Communicate effectively within a variety of groups and in multiple contexts to complete class, lab, and fieldwork projects/assignments.
- Have a basic knowledge of computer usage, including use of a keyboard, mouse, and appropriate accessories to search, record, store, and retrieve information; to access learning management system, to upload/download documents, and to complete paperwork/ coursework. The student is not expected to know all potential software programs or systems, but rather to demonstrate a basic understanding and the ability to effectively learn new technological concepts. Demonstrate the ability to gather data (from research reports and/or databases, written evaluations, self-report/interview, class or lab exams and/or practicum, and other sources of information) and be able to effectively articulate the findings (orally or written).
- Understand basic usage of the English language, both written and verbal, to the extent necessary to: respond to questions in the classroom, initiate and participate in classroom discussion and activities, and communicate effectively as necessary in all classroom, lab, fieldwork, and experiential settings.

Interpersonal Skills: The student will:

- Demonstrate awareness of the verbal and nonverbal reactions and responses of others and insight and understanding as to why the reactions/responses may have occurred in various situations.
- Demonstrate the ability to communicate/interact with a variety of people and in multiple contexts. This includes people of various ages, abilities/disabilities, ethnicities, races, religions, sexual orientations, socioeconomic backgrounds, and beliefs/value systems without exhibiting bias, prejudice, or any other judgmental behaviors.
- Demonstrate the ability to effectively and appropriately engage in intimate situations involving client care (i.e., dressing, bathing, and toileting).
- Demonstrate the ability to effectively and appropriately work as a member of a team/group during class, lab, fieldwork, and experiential activities.
- Establish and maintain healthy relationships/interactions with faculty and staff, University administrators, fieldwork educators, fellow students, coworkers, and clients, their families (when appropriate), and their significant others.

- Demonstrate empathy toward peers, colleagues, and clients during situations involving pain, grief, death, and stress.

Professional Skills: The student will:

- Uphold the AOTA Code of Ethics and follow the ethical principles of the University, the Program, and fieldwork sites as demonstrated by maintaining the confidentiality of faculty/staff, peers, colleagues, and clients while respecting the values, opinions, and rights of the same; complying with all laws and standards at the University, fieldwork, and experiential sites; and adhering to the general ethical and professional principles of each site/facility.
- Demonstrate the ability to accept responsibility for all actions and the initiative to direct learning in a mature, responsible, and calm manner.
- Use appropriate language, tone of voice and non-verbal communication; use person-first language and demonstrate the ability to adapt the message to the audience.
- Represent Bay Path University, the Occupational Therapy Program, and the profession of occupational therapy in a professional manner as demonstrated through appropriate dress, respectful communication/interaction, and proper etiquette/netiquette.
- Demonstrate reliability and effective time management skills by being on time and prepared for class, lab, and clinical/experiential work; attend to details and follow up with key individuals when, where, and in a method appropriate to the person and situation.
- Demonstrate honesty and integrity in all course/lab work, documentation, fieldwork, communications, and peer/student/client/supervisor/faculty interactions.
- Demonstrate awareness and sensitivity for a person's cultural, religious, spiritual beliefs and lifestyle choices.
- Exhibit a positive attitude for classroom, lab, clinical, and experiential learning.
- Demonstrate an awareness of one's personal actions and decisions and evaluate the impact these actions and decisions have on others; demonstrate the ability to minimize the impact on others.
- Receive and give constructive feedback with an open mind; recognize the intent of feedback is to help a student develop the clinical skills necessary for effective fieldwork and clinical practice.
- Demonstrate personal initiative; direct one's own learning in all environments.
- Be flexible and creative in adapting to change in class and clinical environments by demonstrating professional behavior while experiencing heavy course and/or workloads, fast paced environments, or unexpected demands.
- Attend to issues of safety in all environments; maintain a safe environment with peers, faculty/staff, students, colleagues, clients, and families.
- Have a means of travel to and from classes and fieldwork/clinical/experiential sites/experiences.
- Demonstrate a commitment to the program, the profession, and the clients by attending class, lab, fieldwork, and experiential activities; working collaboratively with faculty/staff, students, peers, colleagues, supervisors, clients, and families; being prepared for class, lab, fieldwork, and experiential opportunities; self-regulating behavior; and taking responsibility to assess and direct one's personal learning.



Occupational Therapy Department

Please submit this signed form with your application packet

Essential Functions for the Occupational Therapy Student

Students are expected to meet the minimum standards identified in the “Essential Functions for the Occupational Therapy Student” document. These essential functions are necessary for occupational therapy practice. Your signature below indicates your ability to meet these standards.

I, _____, hereby certify and acknowledge that I have read and understand the Essential Functions for the Occupational Therapy Student for the Master of Occupational Therapy Program at Bay Path University. To the best of my knowledge, I believe I am able to meet each essential function, with or without reasonable accommodations. I further acknowledge that I understand that if I require reasonable accommodations during the program as a result of a disability, it is my responsibility to contact the Coordinator of Student Academic Services and provide appropriate, current documentation supporting the disability. The documentation must include a report from a qualified professional identifying the disability and establishing the need for accommodation. I understand that the University, at its discretion, may require additional testing or evaluation if the provided documentation is inadequate or needs to be updated. I understand that the responsibility of the University is to provide reasonable accommodations on a case-by-case basis and to afford equal opportunity for student participation in the University’s programs, activities, and services, unless doing so would compromise the academic integrity of the University or the student’s educational program, or impair the rights or opportunities of other students. In addition, I acknowledge that each fieldwork/clinical site has specific Essential Functions for performance at that facility and I am aware that I am expected to meet the Essential Functions of the site. I understand disclosure of a disability to a site is my responsibility, and if disclosed, I will work with the Academic Fieldwork Coordinator and the Coordinator of Student Academic Services to determine the need for reasonable accommodations in meeting the Essential Functions of that site. I understand the program will make every appropriate attempt to establish reasonable accommodations to meet my needs; however, I understand the University may not be able to assure universal accommodations are available, as each site’s Essential Functions are unique to that site.

Student Signature

Date: _____