

**OCCUPATIONAL THERAPY DOCTORATE**

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**OCCUPATIONAL THERAPY DOCTORATE  
TECHNICAL STANDARDS**

Johnson and Wales University is firmly committed to its established policy to conduct its educational program without discrimination by reason of sex, age, race, color, ethnic or national origin, disability, religion, marital status, sexual orientation, or veteran status in the administration of employment, admission, financial aid, and/or educational programs. This non-discrimination policy is consistent with the principles and practices of the university and is required by Section 504 of the *Rehabilitation Act of 1973*, Titles I and III of the *Americans with Disabilities Act of 1990* as amended, and by various other federal, state, and local statutes and regulations.

**Mission of the entry-level Occupational Therapy Doctorate (OTD)**

Through its innovative curriculum design, JWU's OTD program is committed to provide an exceptional education that inspires successful professional occupational therapy clinicians, advocates, and leaders of the profession, who value and pursue life-long learning experiences, while integrating the core philosophy of the profession – "participation in meaningful occupation is a determinant of health" (OTA, 2017, p. 1).

As future occupational therapists, students must complete an academic program as well as clinical components, including fieldwork and a doctoral specialty experience in order to qualify to sit for the National Board for Certification in Occupational Therapy (NBCOT) certification exam. One must sit for the NBCOT exam as a prerequisite to obtaining an occupational therapy license and becoming an occupational therapy practitioner, advocate and leader of the profession. This document outlines the five areas of essential functions that an occupational therapy student must be able to perform, with or without a reasonable accommodation, to successfully complete the program and function as an entry-level occupational therapist.

The university successfully works with a number of students with disabilities who need reasonable accommodations to access learning activities. Students who believe they may require accommodations in the educational program because of a disability are encouraged to contact Accessibility Services at 401-598-4689.

JWU's entry-level OTD program acknowledges there are many ways to perform a task, and adaptations or accommodations can often enable performance of these tasks to allow a person with a disability to achieve the same outcome. For students who believe they cannot demonstrate the following skills and abilities, it is the responsibility of that student to request an appropriate accommodation. The university will provide reasonable accommodation upon request, provided the accommodations do not fundamentally alter the nature of the program offered and do not impose an undue hardship, such as those that cause a significant expense, difficulty, or are unduly disruptive to the educational process.

**ACTIVE PARTICIPATION**

Students must be able to actively participate in all components of the entry-level OTD program.

This means that students must be able to:

- Attend and participate in all classroom activities.
- Complete all academic requirements of the program, including but not limited to academic papers, exams, presentations, meetings, labs, etc. Some of these academic requirements, such as papers and exams, will assess the student's ability to receive, understand and incorporate the subject matter. Other academic requirements such as presentations and meetings reflect industry practices that a graduate of this program must demonstrate.
- Communicate effectively and appropriately with faculty, staff, and fellow students in person, via written, and electronic correspondence.
- Safely maneuver in classroom, laboratory, and clinical settings.
- Utilize industry specific equipment.
- Maintain the health and safety of self. Cannot pose a risk to other students, instructors, and others present during all educational experiences and components of the program.
- Understand and implement all safety and security policies and procedures, including, but not limited to those related to fires, evacuation proceedings, etc.
- Participate in all required components, including clinical rotations and doctoral specialty experience.

**COGNITIVE LEARNING SKILLS**

Students must demonstrate the ability to:

- Conceptualize a sequential progression of tasks and/or standardized testing and make objective conclusions based on the test results.
- Apply critical thinking in the creation, development, generalization, and implementation of adaptations to normative methods of behavior and function.
- Demonstrate an understanding of the basic anatomical structures and physiological mechanisms that underlie conditions of human dysfunction and occupational performance.
- Analyze the sequential steps, cognitive skills, and motor performance of specific functional tasks relevant to the safety, environment and developmental life tasks of a patient/client. This analysis should also consider ethnic background, gender, and cultural variables.
- Select constructive activities suited to a patient/client's current physical capacity, intelligence level, and interest, so as to upgrade the individual to maximum independence, prepare for activities of daily living and appropriate life tasks, assist in restoration of functions, and/or aid in adjustment to disability.
- Assess and identify cognitive and functional deficits and determine appropriate adaptive or compensatory methods of functioning.

- Administer, score, and interpret a variety of standardized and non-standardized assessments.
- Apply critical reasoning and independent decision-making skills.
- Assess patient/client safety and maintain or create safe environments during specific tasks to enhance independence in a variety of potential environments.
- Document the data gathered from the evaluation and assessment process.

## PSYCHOMOTOR SKILLS

The student must demonstrate the following skills:

- **Sitting:** Maintain an upright posture with or without supports.
- **Standing:** Student-controlled activity employable during lecture, or for the purpose of clinical instruction, or laboratory exercises.
- **Locomotion in order to:**
  - Get to lecture, lab and clinical locations, and move within rooms as needed for changing groups, partners and work stations.
- **Physically maneuver in required clinical settings to accomplish assigned tasks.**
- **Manual tasks:**
  - Lifting ability sufficient to maneuver an individual's body parts effectively to perform evaluation and treatment techniques.
  - Manipulate common tools used for screening tests and therapeutic intervention of the individual.
  - Demonstrate the ability to safely and effectively guide and facilitate patient/client movement skills and motor patterns through physical facilitation and inhibition techniques (including ability to give time-urgent verbal feedback).
  - Manipulate or guide another person's body in transfers, ambulation, positioning and assisted or facilitated trunk, head, and limb movement.
  - Manipulate bolsters, pillows, plinths, mats, assistive/adaptive devices, and other supports or chairs to aid in positioning, moving, or treating a patient/client effectively.
  - Competently perform cardiopulmonary resuscitation (CPR) using guidelines issued by the American Heart Association or the American Red Cross.
  - Gross motor ability to participate in recreational or movement activities that may involve tossing, catching, weight shifts, reaching, balancing on equipment, etc.

## FINE AND SENSORY MOTOR ABILITY

Student must be able to:

- Legibly record/document evaluations, patient care notes, referrals, etc. in standard medical charts in hospital/clinical settings in a timely manner consistent with the acceptable norms of clinical settings.
- Demonstrate or complete activities or tests with adequate degree of fine motor dexterity.
- Legibly record thoughts for written assignments or tests.
- Sense changes in an individual's muscle tone, skin quality, joint play, kinesthesia, and temperature to gather accurate, objective, evaluative information in a timely manner and sense that individual's response to environmental changes and treatment.
- **Visual acuity or perception to:**
  - Read patient/client charts or histories in hospital/clinical setting.
  - Observe even the slightest aberrations of patient/client motor performance during tasks/tests.
- **Hearing or ability to receive and:**
  - Effectively respond to oral requests/instructions from patients/clients and team members.
  - Interpret the language used to communicate lectures, instructions, concepts, narratives, questions and answers.
  - Listen for internal body sounds (e.g., heart, lungs).
- **Communication ability to:**
  - Effectively communicate with team members.

- Articulate detailed instructions to patients/clients, caretakers, family, or other clinical personnel.
- **Self-care ability to:**
  - Maintain general good health and self-care in order not to jeopardize the health and safety of self and individuals with whom one interacts in the academic and clinical settings.
  - Arrange transportation and living accommodations for/during off-campus clinical assignments to foster timely reporting to classroom and clinical center.

## INTELLECTUAL, CONCEPTUAL, INTEGRATIVE AND QUANTITATIVE SKILLS

Students must demonstrate:

- Problem-solving and integrating information from multiple sources, reflecting on the relationship between person factors and a variety of tasks and environments.
- Intellectual functions, including numerical recognition, measurement, calculations, reasoning, analysis, judgment, synthesis, and application.
- Identify significant factors from the patient/client's history, occupational performance, and environment.
- Accurate documentation of patient/client findings from evaluations and assessments.
- Ability to incorporate new information from many sources toward the formulation of goals and interventions.
- Professionally sound and evidence-based judgment in patient/client assessment and intervention.

## BEHAVIORAL, SOCIAL, AND AFFECTIVE LEARNING SKILLS

The student must be able to:

- Demonstrate appropriate, affective behaviors and mental attitudes to ensure the emotional, physical, mental and behavioral safety of the patient/client in compliance with the ethical standards of the American Occupational Therapy Association.
- Demonstrate the integrity, excellence, compassion, altruism, respect, empathy and service inherent to learning the practice of occupational therapy.
- Sustain the mental and emotional rigors of a demanding educational program in occupational therapy that includes academic and clinical components that occur within set time constraints, and often concurrently.
- Develop appropriate professional relationships with colleagues and patients/clients, provide comfort and reassurance to patients and protect patients' dignity and confidentiality.
- Acknowledge and respect individual values and opinions in order to foster harmonious working relationships with colleagues, peers and patients/clients.
- Monitor changes in class and rotation schedules and be on time for all scheduled classes, clinical rotations and other scheduled expectations and responsibilities.
- Adapt to changing environments, display flexibility and learn to function in the face of uncertainties inherent in the practice of occupational therapy.
- Accept suggestions and criticisms, and if necessary, to respond by modifying their behavior.

*Students must keep in mind that if they have any difficulty performing these technical standards and need reasonable accommodations to perform any of them, it is the student's responsibility to contact Accessibility Services (401-598-4689) to request the accommodations. Reasonable accommodations may not fundamentally alter the nature of the training program, compromise the essential elements of the program, cause an undue financial or administrative burden, or endanger the safety of patients, self or others.*



# OCCUPATIONAL THERAPY DOCTORATE TECHNICAL STANDARDS FOR ADMISSION AND RETENTION

## Certification Statement for Accepted Applicants to the Entry-level Occupational Therapy Doctorate

Please sign, date and return this page to the Occupational Therapy Department.

I certify that I have read and understand the Occupational Therapy Doctorate Technical Standards and that I meet each of these standards with or without a reasonable accommodation.

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Signature

Date

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Print Name

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Please note the OTD program reserves the right to review and update technical standards that all students must meet to successfully participate in and complete the OTD program. Advance notice of any of these standards will be on its website and in its handbook.