

## **DOCTOR OF OCCUPATIONAL THERAPY TECHNICAL STANDARDS**

The Technical Standards will inform you of the performance expectations of the Doctor of Occupational Therapy (OTD) Program and will assist you in determining if you may need accommodations.

These Technical Standards apply to the entire OTD curriculum and may include activities held in the classroom, lab sessions, and/or during clinical fieldwork experiences. Students must be able to demonstrate the skills required of all curricular activities, with or without reasonable accommodations. A reasonable accommodation is intended to reduce the effects that a disability may have on a students' performance. Accommodations do not lower course standards or alter degree requirements, but give students a better opportunity to demonstrate their abilities.

The Doctor of Occupational Therapy Program at St. Ambrose University is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE). The following ACOTE Standards support explanation of Technical Standards:

- A.3.3 Criteria for successful completion of each segment of the educational program and for graduation must be given in advance to each student.
- A.3.4 Students must be informed of and have access to the student support services that are provided to other students in the institution.

### **References**

American Occupational Therapy Association (2020). Occupational therapy practice framework: Domain and process (4th Ed). Bethesda, MD: AOTA Press. Accreditation Council for OT Education (2018). Standards and interpretive guidelines.

## **TECHNICAL STANDARDS**

### **General Abilities**

The student must possess functional use of cognitive, physical, and emotional systems including the senses of vision, touch, smell and hearing in order to integrate, analyze, and synthesize information in an accurate manner to safely gather information necessary to effectively assess and treat clients.

### **Observation**

The student must be able to observe live, simulated, or recorded demonstrations in the classroom, lab, and clinic. This may include student-to-student, student to faculty/supervisor, or student to client interactions and films, powerpoint and other forms of visual presentations.

## **Communication**

The student must be able to communicate effectively in verbal and non-verbal formats with a variety of individuals and professionals. These individuals could include clients, family members, and care providers, members of the health care or educational team, or other students. This communication could happen on an individual or group basis.

(Communication can consist of verbal and non-verbal methods including speech, writing, reading, and interpreting tables and graphs, and computer literacy).

## **Intellectual**

The student must be able to develop and refine problem-solving and critical reasoning skills that are crucial to the practice of occupational therapy. Intellectual abilities could include the ability to measure, calculate, reason, analyze, reflect and synthesize material from courses and other texts, journals, health records, client interviews and clinical observations to make decisions that reflect effective clinical judgment.

## **Sensory and Motor Function**

The student must elicit information from clients as well as provide direct occupational therapy services that could include, but are not limited to: self-care training, cognitive re-training, home management, work and community retraining, positioning techniques, functional mobility, transfers, range of motion and exercise techniques, assistive technology and cardiopulmonary resuscitations. The student must be able to maintain equilibrium, have sufficient levels of postural control, neuromuscular control, and eye-to-hand coordination, and to possess the physical and mental stamina to meet the demands associated with extended periods of sitting, standing, bending, crouching, moving and physical exertion required for satisfactory performance in clinical and classroom settings.

## **Behavioral and Interpersonal Attributes**

The student must possess the emotional skills required for full use of his or her intellectual abilities, the exercise of good judgment and the prompt completion of all responsibilities in the classroom setting as well as the clinical environment. The development of ethical, mature, sensitive effective and professional relationships with patients and members of the health care team is essential. Students must be able to tolerate physically taxing workloads and to function effectively under stress. They must be able to adapt to changing environments, to display flexibility and learn to function in the face of uncertainties inherent in the clinical problems of patients. Flexibility, compassion, empathy, integrity, effective interpersonal skills, and concern for others are personal qualities that are desired in health professionals. Students should also exhibit timeliness and resourcefulness to meet deadlines and to be successful in a variety of settings.

## **ADDITIONAL INFORMATION**

Fieldwork sites may have additional technical standards beyond those pertaining to the OTD curriculum. The Fieldwork site determines accommodations given during Fieldwork rotations. Students requesting accommodations are required to notify disabilities services and academic fieldwork coordinator prior to fieldwork placements.

A student seeking accommodations may do so at anytime. Complete information regarding the process of obtaining accommodations, as well as additional documentation that may be required, can be obtained from the Accessibility Resource Center office.

[Accessibility Resource Center](#) 563-333-6275, ARC@sau.edu, Cosgrove Hall, Lower Level, 518 W. Locust Street, Davenport, IA 52803