Entry-Level Occupational Therapy Program Performance Essentials

Becoming an occupational therapist requires the completion of a professional education program that is both intellectually and physically challenging. The purpose of this document is to articulate the demands of this program in a way that will allow students selected for admission to compare their own capabilities against these demands. This document meets the requirements outlined by the American Disabilities Act (ADA) of 1990. The ADA makes it unlawful to discriminate against individuals with disabilities.

In accordance with ADA, the university ensures that students with disabilities have equal access to educational programs and co-curricular activities. Our program is committed to all students achieving their potential. Applicants who accept a position in this program are acknowledging their ability to complete the tasks listed in this document, with or without reasonable accommodation, associated with performing as an occupational therapy student. Reasonable accommodation refers to ways in which the university can assist students with disabilities to accomplish these tasks (for example, providing extra time to complete an examination or enhancing the sound system in a classroom). Reasonable accommodation does not mean that students with disabilities will be exempt from certain tasks; it does mean that faculty/staff will work with students with disabilities to determine whether there are ways that faculty/staff can assist the student toward completion of the tasks. The university will provide reasonable accommodation that does not fundamentally alter the nature of the program offered.

Students accepting a position in the program who indicate that they can complete these tasks, with or without reasonable accommodation, are not required to disclose the specifics of their disabilities until after enrollment. Those who cannot complete these tasks with or without accommodation are ineligible for enrollment. After enrollment, a student with a disability who wishes reasonable accommodation must make a formal request with the Services for Students with Disabilities Office (SSD) and must be prepared to provide documentation substantiating the claimed disability. It is the responsibility of the student to disclose a disability prior to requesting reasonable accommodation. If reasonable accommodation is needed, the student must request it before each class in the curriculum. A student may be administratively withdrawn if it becomes apparent that the student cannot complete essential tasks even with accommodation, the accommodations needed are not reasonable, or that fulfilling the functions would create a significant risk of harm to the health and/or safety of others.

Students who have questions about this document or who would like to discuss specific accommodations should make an inquiry with the Program Director.

Essential Tasks

- Students must be able to meet class policies and procedures for course completion throughout the curriculum.
- Students must be able to meet accreditation standards for course and program completion.
- Students must be able to read, write, speak, and understand English at a level consistent with successful course completion and development of positive client-therapist relationships.
- Students must be able to complete readings, assignments, and other activities inside and outside of class.
- Students must be able to make independent decisions incorporating clinical reasoning throughout the occupational therapy process.
- Students must be able to implement interventions in class or in the fieldwork setting.
• Students must be able to complete necessary competencies and classroom experiences within time constraints outlined to meet the expectations of a typical health care environment.

• Students must be able to demonstrate safety procedures for each class and fieldwork site.

• Students must be able to demonstrate interpersonal skills needed for productive classroom discussion, respectful interaction with classmates and faculty/staff, and development of appropriate therapist-client relationships.

• Students must be able to maintain personal appearance and hygiene conducive to classroom and fieldwork settings.

• Students must be able to annually pass a cardiopulmonary resuscitation course at the health professional level (American Heart Association, Course C).

• Students must be able to demonstrate appropriate health status prior to enrollment, with annual updates on some items: no active tuberculosis, rubella (German measles) and rubella (measles) immunity, tetanus-diphtheria booster within 10 years of anticipated graduation, and hepatitis B vaccine series or written declination.

• Students must be able to annually complete OSHA-regulated Bloodborne Pathogen Exposure Training.

• Students must be able to follow standards and policies specified in the Master of Occupational Therapy Student Manual, the Letter of Understanding (contract between university and fieldwork sites), and the University of Indianapolis Student Handbook. The most recent copies of these documents are available for review.

Typical Skills Needed to Complete Essential Tasks

• Students typically sit for 2 to 10 hours daily, stand for 1 to 2 hours daily, and walk or travel for 2 hours daily.

• Students typically relocate outside of the Indianapolis area to complete one or more fieldwork affiliations.

• Students frequently lift less than 10 pounds and occasionally lift weights between 10 and 100 pounds.

• Students occasionally carry up to 25 pounds while walking up to 50 feet.

• Students occasionally exert 75 pounds of push/pull forces to objects up to 50 feet and occasionally exert 150 pounds of push/pull forces for this distance.

• Students frequently twist, bend, and stoop, and occasionally squat, crawl, climb stools, reach above shoulder level, and kneel.

• Students frequently move from place to place and position to position and must do so at a speed that permits safe handling of classmates and clients.

• Students frequently stand and walk while providing support to a classmate simulating a disability, or volunteer with a disability or simulating a disability, or while supporting a client with a disability.

• Students continuously use their hands repetitively with a simple grasp and frequently use a firm grasp and manual dexterity skills.

• Students frequently multitask combining verbal instruction with kinesthetic activity in the classroom and fieldwork setting.

• Students use auditory, tactile, and visual senses to receive classroom instruction and to evaluate and treat clients.