



**Bachelor of Science in Occupational Therapy Assistant (BSOTA)
Minor in Health Services Administration
ESSENTIAL REQUIREMENTS FORM**

Essential requirements have been established to identify the specific technical standards required of students in the program. Student's decision to enroll in the Bachelor of Science in Occupational Therapy Assistant (BSOTA) Program should be made after considering the program **Essential Requirements**.

Applicants are responsible for carefully reviewing the essential requirements and make inquiries if they are not familiar with the standards and skills listed. Webber University's Baccalaureate Occupational Therapy Assistant Program is a rigorous 4-year program dedicated to preparing entry-level baccalaureate occupational therapy assistants for practice across all age groups in a variety of settings including hospitals, schools, clinics, nursing facilities and home health. The **Essential Requirements** reflects the physical, cognitive, psychological, emotional and professional demands of occupational therapy. Due to these requirements, certain chronic or recurrent illnesses and problems (with or without accommodation) that interfere with patient care or safety may be incompatible with occupational therapy training or clinical practice. Conditions that may lead to a high likelihood of student absenteeism should be carefully considered. Deficiencies in knowledge, judgment, integrity, character, or professional attitude, or demeanor that may jeopardize patient care may be grounds for course/fieldwork failure and possible dismissal from the program.

All applicants to the program must have the ability to meet with or without accommodation, the standards and skills listed below to complete the educational requirements for the BSOTA Program. If applicants cannot demonstrate the following standards and skills without accommodation, it is their responsibility to request reasonable accommodations with the Chief Academic Officer before the beginning of the school term. In compliance with Section 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act of 1990, including changes made by the Americans with Disabilities Act of 2008, Webber International University seeks to provide accommodations for students with disabilities enabling them to access education on an equal basis with students without disabilities. Certain disabilities can interfere with a student's ability to complete the program of study and acquire the skills and requirements necessary for the practice of occupation therapy. Reasonable accommodations can be made to compensate for some, but potentially not all, limitations. Reasonable accommodations will be provided **if they do not fundamentally alter the nature of the program offered and do not compromise patient safety or impose an undue hardship such as those that cause a significant expense or are unduly disruptive to the educational process.** Students should be aware that those disabilities that interfere with patient care, safety or require the use of an intermediary may be incompatible with independent professional practice in the field of occupational therapy.

It is the responsibility of this program to be concerned with the rights of patients and clinical sites and to only place students in clinical education that can provide safe, high quality health care. The following list represents reasonable expectations for the student enrolled in the BSOTA Program.

MOBILITY/MOTOR SKILLS

KNEEL OR STOOP FREELY	To floor to adjust patient position or assist with equipment; inspect feet, apply shoes or prosthetics
KNEEL, HALF-KNEEL, CRAWL	On an exercise table to assist with patient activities.
REACH ABOVE HEAD	In standing, to adjust and position equipment.
LIFT; PULL; GUIDE; TRANSFER	Lift up to 50 lbs. with use of mechanical devices as needed; transfer vertically and horizontally.
BEND, STAND, KNEEL, SIT, WALK OR CRAWL FOR 90 MINUTES WITHOUT REST	To administer emergency care (e.g. CPR); to perform lab activities and administer patient interventions.
GUIDE; RESIST AND ASSIST	Adult patients (or classmates) during occupational therapy transfers, ambulation, interventions and exercises; using your arms legs or trunk to provide the necessary stabilization for a patient during therapy.
PUSH/PULL	Large wheeled equipment; whirlpools, tilt tables and patients on stretchers or in wheelchairs.
WALK	For extended periods of time to all areas of a hospital.
CLIMB	Stairs & inclines while safely guarding an unstable patient.
BILATERAL DEXTERITY	To adjust and fine tune controls on electrical and heat modalities; demonstrate activities of daily living (ADL) and exercises to patients; To carry out stretching, massage and exercise programs; adjust and use occupational therapy devices like goniometers and crutch/cane/walkers, carry out splinting techniques, guard patients.
COORDINATION	To perform different tasks with different limbs simultaneously.
SPEED AND AGILITY	To protect a walking or moving unstable patient from falling.
ASSUME A WIDE BASE OF SUPPORT, BALANCE	To guard, maintain and correct balance of an unstable patient on flat surfaces, inclines and stairs.
PERFORM	All patient physical assistance using safe and proper body mechanics.
WORK CAPACITY	To perform all essential skills and standards to complete eight-hour days, and a 40-hour work week during OTA Program enrollment.

SENSORY ABILITIES AND OBSERVATIONAL SKILLS

DEPTH PERCEPTION	For judging distance, surface changes, level changes while ambulating patients.
SEE (with or without corrective lenses)	Patient skin, discriminate color changes, facial expressions and non-verbal communications, normal and abnormal patterns of movement; the environment for up to 20 feet; to read and set parameters on occupational therapy equipment, detect small calibrations on measuring instruments (read thermometer).
FEEL	To discriminate small and large temperature differences; palpate pulses; assess body segment contour; to assess muscle tone; joint movement, discriminate sharp and dull, light touch and deep pressure sensation.
HEAR	Soft voices, masked voices, patient call systems, alarms, timers, blood pressure sounds using a stethoscope; demonstrate active listening skills.
SMELL	To detect odors related to patient assessment.
POSITION, MOVEMENT AND BALANCE SENSATION	To feel where your individual body segments are located and to know when and how they are moving even when you cannot see them.

COMMUNICATION STANDARDS

SPEAK AND EXPRESS	Clearly and understandably in the English language; information to peers, faculty, patients, their families, and other health care providers; to explain conditions and procedures and teach home programs.
READ	Typed, handwritten, chart data, and computer-generated documents in the English language; at a level of competency that allows safe and timely execution of essential tasks or assignments.
UNDERSTAND; INTERPRET	Medical terminology and information given regarding status, progress, and safety of a patient; to follow simple and complex instructions (oral or written) given by an OT regarding patient care; and respond to non-verbal communication/behaviors of self and others.
FOLLOW DIRECTIONS	Accurately and efficiently, seeking clarification where necessary.
WRITE	To produce legible handwritten or computer word processed documents; use correct medical terminology, spelling, grammar and punctuation; organize and express thoughts in written form in the English language; to prepare accurate, thorough, legally defensible patient documentation.
INTERPERSONAL SKILLS	To work collaboratively; interact professionally; to establish rapport with patients, colleagues and classmates; to resolve conflicts; with individuals from a variety of social, emotional, cultural and intellectual backgrounds; maintain confidentiality in all interactions.

COGNITIVE AND INTELLECTUAL STANDARDS

THINK CRITICALLY	To identify and solve problems; identify cause/effect relationships; to apply reading, lecture and laboratory information to case study preparation; to employ effective teaching, learning and test taking strategies.
COMPREHEND	Relevant information regarding patient diagnoses, occupational therapy interventions, indications and contraindications, human pathology and impairments from textbooks, medical records and professional literature.
PRIORITIZE	Events to provide for patient safety; appropriate patient interventions; multiple tasks; integrate information and make decisions about sequence and progression.
CALCULATE	To collect and/or interpret accurate patient data.
MAKE CLINICAL DECISIONS	To respond quickly and appropriately to changes in patient status; to analyze written, observed or verbal data about patients and make decisions to terminate, modify, progress or cancel patient treatment; act safely and ethically in the occupational therapy lab and clinic.
SHORT-TERM AND LONG-TERM MEMORY	To accurately and quickly remember data from the chart and information relayed in verbal exchanges with the OT and other members of the health care team; to access learned knowledge to include but not limited to diagnoses, weight-bearing status, indications, contraindications for interventions, safety precautions, subjective reports of patients, emergency procedures; safety procedures; to participate successfully in the learning and evaluation of knowledge within the occupational therapy curriculum.
THINK QUICKLY AND CLEARLY	To execute all duties unimpaired by any condition or substance that alters mental processing, speed or quality of thought processes or judgment.

BEHAVIORAL/PROFESSIONAL STANDARDS

FLEXIBILITY	To adjust to a constantly changing and very demanding full-time schedule.
COMPASSION	To respect and show empathy for patients and their families; for people of all personality types, backgrounds, ethnic, race or socioeconomic backgrounds including but not limited to individuals with neurological disorders, physical disfigurement, mental health or complex medical problems.
COOPERATION	To work as a member of a team; develop positive and effective relationships with faculty, clinicians, peers and patient.
RECOGNIZE LIMITATIONS	To request assistance when needed; accept correction and constructive suggestions; assume responsibility for personal development; utilize resources effectively.
POSITIVE ATTITUDE	To demonstrate initiative, enthusiasm and appropriate peer and patient interactions
TOLERANCE	For close physical contact with patients, peers and classmates during the provision of interventions and in lab; for close proximity and physical contact with patients that require use of standard precautions during therapy due to open wounds, incontinence or other potential exposure to bodily fluids or pathogens during treatment.
WILLINGNESS	To wear scrub top/pants as the assigned uniform for clinical rotations; To wear required lab attire that will allow for visualization of body contours and exposure of all major joints and muscles; to participate in lab activities that require palpation, measurement, massage and other forms of therapeutic touching of joints, muscles and bony landmarks; to serve as both the patient model and clinician during patient simulations that allow classmates to practice and perfect occupational therapy skills.
WORK ETHIC	To attend class and clinic promptly and regularly; to stay focused and on task in lecture and laboratory instructional time; to submit work products promptly when due; to display industrious behavior; to submit to all classroom and clinical rules/policies; to demonstrate respect for other health care providers and the profession of occupational therapy; to comply with all legal and ethical standards of practice
STRESS MANAGEMENT	Coping skills for fast-paced clinical situations; to manage multiple academic deadlines; deal effectively with psychosocial issues of catastrophic illness, disability and death; respond appropriately in a stressful environment and during impending deadlines; manage personal matters outside of class/work day
PLANNING AHEAD	To arrange transportation and living accommodations for/during off campus clinical assignments to foster timely reporting to the classroom and clinical center
SELF CARE	To maintain general good health and hygiene in order not to jeopardize the health and safety of self and individuals with whom one interacts in the academic and clinical settings



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Student's Name:

A student who is unable to fulfill the Essential Requirements for occupational therapy assistants, as described above, may have their offer of admission withdrawn or be dismissed from the program if:

- A. He or she has requested and received a reasonable accommodation and is unable to meet program qualifications including the Essential Requirements.
- B. The requested accommodation(s) would fundamentally alter the nature of Webber University's occupational therapy assistant program, or
- C. The requested accommodation(s) would create a significant risk of harm to the health or safety of others.

I HAVE READ AND UNDERSTAND THESE ESSENTIAL FUNCTIONS AND I AM IN COMPLIANCE WITH THESE STANDARDS.

DATE

Student's Signature

NOTE: This form is required as part of the application documents for the BSOTA program. The completed document must be saved on **PDF** and submitted through **OTACAS application** by the designated application deadline.