

**Long Island University - Brooklyn**  
**Department of Occupational Therapy**  
**Statement of Essential Functions and Technical Standards**

In order to effectively participate and progress in the didactic and clinical portions of the program, students must possess certain skills, which are outlined below. To the extent that OT Graduates will be expected to function as autonomous practitioners and to provide a full range of occupational therapy services, The Department of Occupational Therapy has established minimum standards for participation and progression in the program. Individuals who complete the program are eligible to sit for the National Board of Certification in Occupational Therapy Exam, apply for state licensure and entry into the profession of occupational therapy.

The purpose of this statement is to delineate the cognitive, affective, communicative, sensory and psychomotor skills essential for the completion of the OT program at LIU and to perform as a competent entry-level occupational therapist. Please note that any examples given are to assist with clarification only and do not represent an exhaustive list of all possible situations. All students must be able to meet these minimum standards. Students with disabilities are strongly encouraged to advocate for themselves and to utilize LIU Brooklyn's Student Support Services' resources. It is the responsibility of students to request accommodation if needed to meet these standards.

**Cognitive Skills**

Students must be able to do the following effectively and efficiently:

1. Self-assess and reflect on performance and thinking concurrently and retrospectively
2. Recall and retain complex knowledge and information
3. Apply and prioritize complex knowledge and information
4. Synthesize and integrate complex knowledge and information
5. Solve problems and make appropriate decisions for complex issues
6. Cope with uncertainty and ambiguity

**Communication Skills**

Students must be able to:

Understand and use proper English for verbal and written communication purposes in an effective, efficient and accurate manner.

Demonstrate respect, sensitivity and empathy appropriately in any verbal and non-verbal communication.

Perform the following effectively, efficiently, accurately and clearly:

1. Express ideas and information in a verbal format
2. Express ideas and information in a written format
3. Express ideas and information in any other non-verbal formats
4. Provide constructive feedback to others in a verbal format

5. Provide constructive feedback to others in a written format
6. Receive, process and interpret verbal information and feedback
7. Receive, process and interpret written information and feedback
8. Receive, process and interpret any other non-verbal information
9. Record and reproduce information in a verbal format
10. Record and reproduce information in a written format including computerized communication

### **Affective Skills**

Students must perform the following consistently:

1. Recognize and possess emotional intelligences critical to the role of an occupational therapist, observable in appropriate attitudes, ethical understanding/ behavior, and legal responsibilities.
2. Possess emotional health, affective behaviors and mental attitude required to augment intellectual capabilities for sound judgments and behaviors in both the academic and clinical settings.
3. Possess the emotional stability and commitment to function effectively under stress and adapt to the needs of the academic and clinical environments.
4. Maintain mature, sensitive and respectful relationships/ behaviors with all professionals (i.e. other students, faculty, staff, patients, etc...) in the academic and clinical environments.
5. Acknowledge, respect and interact appropriately with individuals of diverse cultural, socioeconomic, social, and intellectual backgrounds.
6. Possess and project attributes of the Core Values of the Occupational Therapy Code of Ethics as defined by American Occupational Therapy Association (AOTA) consisting of: Altruism, Equality, Freedom, Justice, Dignity, Truth and Prudence. .
7. Appreciate and be mentally ready to participate in the lifelong learning process, which is critical for personal and professional development.
8. Accept constructive criticism/ feedback and adapt accordingly.

### **Visual/ Auditory / Tactile Skills**

Students must have the visual acuity to:

1. Visualize all information presented in the academic setting to include:
  - a. Audiovisual presentations and videos.
  - b. Information presented in text format that is projected on an overhead screen or in paper format.
  - c. Written contents on a blackboard/ whiteboard/ smart board.

- d. Physical and active demonstrations in classroom and lab settings
2. Visualize all information required in the clinical practice/ health care setting to include:
  - a. Read written and computerized information in patient's charts/ records
  - b. Receive all visual information on patients' movement, body mechanics and posture, facial gestures, and skin integrity (e.g. level of wound closure, color and texture).
  - c. Receive all visual information regarding associated patient environment including tubes, catheters, drains, and line connections to patient (e.g. Intravenous lines, airway tubes, chest tubes, genitourinary catheters, etc.), in addition to treatment area space, furniture, equipment and monitors.
  - d. Read modalities equipment interfaces and manipulate buttons/ dials for controlling outputs through electrodes/ hand applicators.
  - e. Tracking patient(s) during gait assessments and other treatment therapies between 1-150 foot distances.

Students must have the auditory acuity to:

1. Hear verbal content (e.g. lecture and discussion) in classroom and lab settings.
2. Hear all components related to auscultation evaluations (e.g. auscultation of heart and lungs, heart beat for blood pressure readings using a stethoscope, etc.).
3. Hear all environmental information as they relate to the clinical setting, including overhead paging systems announcements, alarms from patient monitors, patients' and health care team members' verbal communication, and other sounds in auditory competing environments of health care.

Students must have the tactile skills to:

1. Receive appropriate feedback related to the safe application of gradient pressures during examination and intervention procedures (e.g. palpation, manual muscle testing, sensory testing, assessment of pulse, joint mobilization, percussion, massage, etc.).
2. Receive appropriate feedback for manipulation of dials, sensors, switches on all examination and therapeutic equipment (such as adapted technology, adaptive devices, and motorized wheelchairs).

### **Psychomotor Skills**

Students must have the psychomotor skills including adequate strength, endurance, fine and gross motor function to execute the movements and skills required for safe, effective and efficient occupational therapy evaluation and intervention in a wide variety of settings.

Students must have the psychomotor ability to:

1. Access transportation to get to academic, clinical and other required settings.
2. Physically maneuver in classroom, laboratory and clinical settings to perform required tasks.
3. Assume and maintain a variety of positions including maintaining upright sitting and standing for periods of up to 2 – 4 hours; periods of walking; bending, squatting, kneeling, stair climbing, reaching forward and overhead and frequent directional changes
4. Endurance to perform a variety of activities for up to 8-12 hours with occasional rest breaks.
5. Manipulate a person's body during Activities of Daily Living (ADL) and Instrumental Activities of Daily Living (IADL) tasks as well as in activities such as transfers, gait, positioning, exercise and mobilization techniques this includes the ability lift, move, carry patients and push patients in wheelchairs or beds. Students are expected to safely lift 50 lbs. independently, 200 lbs. with assistance and push or pull up to 200 lbs.
6. Have balance and coordination skills the enable to student to balance self and provide support to balance patients on a variety of level and unlevel surfaces including stairs, ramps and curbs to ensure patient safety at all times.
7. Perform fine motor tasks to accurately manipulate commonly used instruments and equipment used in occupational therapy assessment and treatment
8. Respond quickly to emergency situations and provide emergency care in a timely manner including the ability to: perform cardio-pulmonary resuscitation (CPR) in accordance with guidelines issued by the American Heart Association or the American Red Cross, use an automated external defibrillator (AED) and apply pressure to stop bleeding.
9. Move or manipulate therapeutic equipment of various sizes and weights including, mats, bolsters, pillows, assistive gait devices, exercise equipment and wheelchairs etc. to assist in positioning, moving or treating patients safely and effectively.
  
10. Legibly record thoughts for written assignments and tests as well as legibly document patient care notes including examination / evaluation findings, treatment and progress noted in the clinical setting

Upon request, reasonable accommodations may be offered to a student, in accordance with the provisions outlined in Section 504 of the Rehabilitation Act of 1973, The Americans with Disabilities Act of 1990 and Long Island University policies for students with disabilities. Reasonable Accommodations may not fundamentally alter the nature of the academic or clinical portion of the OT curriculum; compromise the essential elements of the OT program; cause undue financial or administrative burden for the OT program or University; or endanger the safety of patients, self or others.

Applicants to the OT program at LIU are not required to disclose any information about the need for reasonable accommodations prior to admission to the program. An offer for admission can be withdrawn or a student already enrolled in the OT program may be withdrawn if it becomes apparent that the applicant/student is unable to perform the essential functions or meet the technical standards.

References:

Long Island University – Brooklyn Student Support Services Web Pages on Section 504 & ADA and Accommodations. <http://www.liu.edu/Brooklyn/StudentLife/SSS/Accommodations>

Adapted with permission from the Essential Functions and Technical Standards of the Long Island University-Brooklyn DPT Program.