

FUNCTIONAL EXPECTATIONS FOR STUDENTS

Form adapted with permission from: Department of Occupational Therapy, College of Associated Health Professions, The University of Illinois at Chicago, Box 6998, Chicago, Illinois 60680

This form contains detailed information that outlines the expectations for students in the academic program to which you have been accepted for admission. This information is provided so you can be knowledgeable about areas of performance that are expected during your coursework and fieldwork, and also to allow you to determine whether accommodations may be needed due to a disabling condition. Review the form and complete the bottom section. Return it to the College of Saint Mary Occupational Program Director within two weeks of receiving this form.

Each student is expected to perform the following, with or without reasonable accommodation. Reasonable accommodation is defined as any change in the environment or in the way things are usually done that enables an individual with a disability to participate as fully as possible in the academic program. It may include modification of policies, practices and procedures or the provision of auxiliary aids for communication. Students must not pose a threat to the safety or wellbeing of therapy recipients, other students, staff, or themselves.

Occupational therapy students work with people in a variety of medical and non-medical settings. The use of the term "therapy recipient" encompasses patients, clients, children, adults or older adults.

1. **Observation:** The student must be able to observe demonstrations in the classroom, in laboratory settings, and while on fieldwork affiliation; use audiovisual materials. The student must be able to gather information through observation, to include facial expression, nonverbal communication, quality of movement, and performance of functional tasks.
2. **Communication:** The student must be able to elicit information through interviewing patients and be able to communicate effectively and sensitively with therapy recipients and their family members or care providers on an individual or group basis. The student must be able to communicate effectively and efficiently with all members of the health care or educational team.
3. **Motor:** The student must be able to elicit information from therapy recipients by palpation (feeling bony prominences, joint articulations, muscles, and tendons), movement of limbs, manipulation of testing equipment, and other assessment procedures. The student must be able to provide direct occupational therapy treatment and emergency treatment to individuals. Examples of direct occupational therapy treatment include transferring individuals to and from wheelchairs, fabricating splints, handling tools and materials associated with a variety of activities, and assisting patients in activities of daily living. Examples of emergency treatment reasonably required of occupational therapists are cardiopulmonary resuscitation and

application of pressure to stop bleeding. A student must be able to insure the safety of self and others in emergency situations such as fire and tornado.

4. **Intellectual-Conceptual, Integrative, and Quantitative Abilities:** These intellectual abilities are required for problem solving and fieldwork reasoning, a critical skill of occupational therapists. The student must be able to measure, calculate, reason, analyze and synthesize data concerning patients, and develop an appropriate occupational therapy plan.
5. **Behavioral and Interpersonal Attributes:** The student must possess the emotional health required for full utilization of his or her intellectual abilities, the exercise of good judgment, the prompt completion of responsibilities required for the delivery of occupational therapy services, and the development of mature, sensitive, and effective relationships with therapy recipients, family members, and staff. Students must be able to learn to adapt to changing environments, to display flexibility, to take initiative, to be resourceful, and to learn to function in the face of uncertainties inherent in the fieldwork problems of many therapy recipients.
6. **Academic Performance:** The student must obtain information from lectures, labs, audiovisual materials and written materials. The student must take essay and/or multiple choice tests, complete papers, deliver presentations, and perform required lab practice.