



## **Occupational Therapy Doctorate Program Technical Standards for Enrollment**

***Please print, sign, and upload all pages of the Technical Standards for Enrollment to your OTCAS application. This is a required piece of your OTCAS application for Monmouth University.***

*Once your application has been verified by OTCAS and imported by Monmouth University, you will receive an email with instructions on how to access your Applicant Portal. Through this portal, you will be able to upload this document and submit your Monmouth University application fee.*

### **General Information:**

Name: \_\_\_\_\_

Email Address: \_\_\_\_\_

Birthdate: \_\_\_\_\_

### **Student must possess sufficient COGNITIVE skills to:**

1. Acquire, process, retain and apply knowledge through a variety of instructional methods such as written materials, oral delivery, visual demonstrations, laboratory experiences, clinical experiences and independent learning.
2. Complete reading assignments, search and analyze professional/scientific research literature, and apply information gained to guide practice; learn, retain and use information from texts, journals, documentation and other written sources.
3. Process (measure, calculate, analyze, synthesize and evaluate) large amounts of complex information; apply theoretical concepts to practice activities and perform clinical problem-solving in a logical and timely manner.
4. Apply mathematical and basic statistical skills.
5. Perceive and understand three-dimensional relationships and spatial relationships necessary for education and practice-related tasks such as moving in a variety of environments, designing treatment equipment and fabricating orthotics.
6. Participate equitably in cooperative group learning activities; actively participate in class discussions and as a member of a team.
7. Orally present information to groups of people.
8. Maintain attention for 2-4 hours; tolerate days when classes may last 8-10 hours.

9. Take and pass tests/quizzes in a variety of formats.
10. Complete written assignments and produce written documentation in standard and organized English.
11. Apply knowledge and judgment required to demonstrate ethical reasoning and behavior.
12. Apply safety knowledge and judgment to a variety of situations.
13. Comply with fieldwork site rules and regulations.
14. Demonstrate problem-solving skills and judgment necessary to modify evaluation or intervention methods when necessary to address the specific needs of the client (behavioral, cultural, etc.), in order to maximize client performance.
15. Apply clinical reasoning and judgment necessary for interpretation of evaluation data and development of treatment plans.
16. Identify and select occupations that are goal directed and motivate and challenge clients.
17. Demonstrate judgment necessary to establish priorities and develop and use strategies.
18. Handle the rigor of multiple courses, projects, papers, etc. This includes managing time efficiently, organizing materials, and prioritizing tasks.

**Student must possess sufficient BEHAVIORAL/SOCIAL-COMMUNICATION SKILLS, AND PROFESSIONAL BEHAVIORS to:**

1. Demonstrate positive interpersonal skills including, but not limited to, cooperation, flexibility, tact, sympathy and confidence.
2. Demonstrate respect for diversity, including, but not limited to: socio-cultural, socioeconomic, spiritual and lifestyle choices.
3. Collaborate with classmates, clients, family members, significant others and team members.
4. Function successfully in supervisory and instructor-student relationships; change and adjust behavior and performance in the classroom, laboratory or clinic on the basis of instructor feedback.
5. Communicate in the English language effectively and clearly in oral and written forms, using proper spelling, punctuation and grammar to explain procedures and teach skills.
6. Use language appropriate to the recipient, with faculty, peers, clients and other health professionals from different social and cultural backgrounds to obtain information from clients, peers, faculty, supervisors and other professionals.
7. Use communication skills needed to practice safely.
8. Use therapeutic communication skills, such as attending and active listening, during therapeutic interactions; and motivating and facilitating client behaviors in order to maximize client performance.

9. Communicate effectively both verbally and non-verbally; elicit and describe factual information and perceive information derived from verbal and nonverbal communication and social cues.
10. Be appropriately assertive as required to speak in class, initiate and guide the therapy process, establish limits as needed for the safety of self and clients and establish professional identity within complex systems.
11. Utilize the computer and internet for online learning platforms, communication and class assignments.
12. Exhibit professional demeanor in line with program policies, including appropriate language and dress, and acceptance of responsibility for conduct.
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14. Demonstrate organizational and time management skills and ability to prioritize activities effectively as needed to attend class and fulfill class requirements.
15. Exhibit flexibility and adapt to changing environments and expectations.
16. Cope with stresses encountered in the intensive educational process as well as clinical practice environments.
17. Demonstrate consistent work behaviors including initiative, preparedness, dependability, punctual attendance and work site maintenance.
18. Tolerate working in environments where there is exposure to trauma, disability, illness, pain and death.
19. Observe persons and scenarios and elicit relevant information for use in assessment and intervention.
20. Plan, guide and implement both individual and group interventions.
21. Maintain ethical standards including honesty, integrity and confidentiality at all times.
22. Produce the required volume of work in the expected time frame.

**Student must possess sufficient PHYSICAL AND SENSORY (SENSORIMOTOR) skills to:**

1. Tolerate sitting for up to two hours at a time, over an 8-10 hour period.
2. Tolerate periods of physical activity for up to 8-10 hours per day.
3. Demonstrate coordination, equilibrium and sensory functioning required to manipulate parts of, or whole bodies of, simulated and real clients for purposes of evaluation and treatment.
4. Demonstrate mobility and ability to move within environments adequately to access and maneuver within locations and destinations including classroom, laboratory and clinical settings.
5. Demonstrate sufficient postural control, neuromuscular control, eye/hand coordination, strength and integrated function of the senses of vision, hearing, tactile sense, vestibular

(movement sense) and proprioception (sense of muscles and joints) to manipulate and use common occupational therapy equipment, devices, materials and supplies, and demonstrate competency in the use of these objects within assessment and treatment procedures commonly used in occupational therapy practice.

6. Demonstrate motor skill capacities with sufficient levels of strength, endurance and fine and gross motor coordination to safely, accurately and effectively engage in a wide variety of therapeutic techniques, activities and occupations used in the occupational therapy assessment and intervention process including the ability to lift and move objects, adequate manual dexterity, arm and hand function needed to use tools and perform other manipulative activities, use of limbs and trunk in bending, twisting, squatting, kneeling, reaching, pushing, pulling, holding, extending and rotating.

7. Tolerate physical contact with others; tolerate manipulation of his/her own body by peers or instructors for instructional purposes.

8. Demonstrate sufficiently high degree of coordination of motor skills and vigilance to respond to emergency situations quickly and appropriately, including performance of CPR.

9. Travel to fieldwork site.

#### **Fieldwork and Residency/Experiential Placement:**

1. Fieldwork placements are not available in all states, and state availability for fieldwork placement and residency is subject to change.

#### **Disability Support Services at Monmouth University**

Monmouth University recognizes the special needs of students with disabilities who are capable, with appropriate assistance, of excelling in a demanding university environment. Accommodations and a supportive environment contribute to our students' success. Our support services for students with disabilities are specific and individualized. Students with disabilities are enrolled in regular courses and participate fully in the life of the University. Each one's status as a student with a disability is considered confidential. The Department of Disability Services for Students (DDS) is the contact office for students with physical, medical, learning, and psychiatric/psychological disabilities. Adjustments and modifications to a student's program of study are assessed on a case by-case basis in consultation with the appropriate academic personnel and in consideration of University policy.

The Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973 provide that no otherwise qualified person with a disability (student/employee/applicant) shall by reason of the disability be excluded from participation in or be denied the benefit of any program or activity receiving federal financial assistance. An otherwise qualified individual with respect to post-secondary education is one who meets the essential academic requirements and who, with reasonable academic adjustments, can fully participate in and perform the essential functions of the degree experience.

The primary purpose is to provide services that enable students to meet with success at the University, especially in the area of academics. In addition, recognition of the unique emotional needs of students with disabilities and provide support as appropriate is important.

### **Eligibility for Services**

To receive services, students must submit current and adequate documentation of a condition that substantially affects a major life activity to the Department of Disability Services for Students. The documentation must present a diagnosis and provide evidence for the need of particular academic adjustments, or accommodations. The student should contact the DDS for the documentation required. Upon one's decision to attend Monmouth University, documentation should be submitted to the DDS.

More information can be found at the DDS website: <https://www.monmouth.edu/disability-services/>

### **Technical Standards Acknowledgement**

I have read and understand the Monmouth University Occupational Therapy Doctorate Program Technical Standards for Enrollment. I also understand that I must submit a \$50 application fee to Monmouth University by March 15 in order for my application to be considered.

My signature acknowledges my understanding and, to the best of my knowledge, agreement that I meet these standards with or without reasonable accommodations. If the need should arise during my studies, I understand it is my responsibility to contact, in writing, the Department of Disability Services to determine if any specific accommodations may be necessary and can be made.

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

### **Background Questions:**

1. Have you ever been disciplined by any college, university, or professional school for: (1) unacceptable academic performance (academic probation, suspension, dismissal, etc.) or (2) conduct violations?                      Yes                      No

If yes, please explain:

2. Have you ever been convicted of a misdemeanor?                      Yes                      No

If yes, please explain:

3. Have you ever been convicted of a felony?                      Yes                      No

If yes, please explain:

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_