

TECHNICAL STANDARDS POLICY

Standards for Admission, Retention, and Graduation

Purpose & Scope

Note: Throughout the document, “student” refers to the applicant and occupational therapy (OT) student. “Client” refers to persons, groups (collections of individuals having shared characteristics or a common shared purpose), and populations (aggregates of people with common attributes).

Introduction

The University of Washington School of Medicine (UWSOM) maintains a strong institutional commitment to training a diverse student population in order to provide excellent care to a diverse population. The UWSOM provides equal educational opportunities for qualified students with disabilities who apply for admission to the OT program or who are already enrolled. The technical standards are not intended to deter any candidate for whom reasonable accommodation will allow fulfillment of the complete curriculum.

Policy Statement

Technical standards refer to the non-academic criteria required, with or without accommodations, to satisfactorily complete all aspects of the University of Washington Master of Occupational Therapy (UW MOT) **curriculum** and to develop the professional attributes required of all students approved to graduate with the UW MOT degree.

OT students are expected to meet all graduation requirements, which include but are not limited to participating and achieving competence in the full curriculum including didactic and fieldwork courses and receiving satisfactory evaluations of academic and professional conduct.

Accommodations

These technical standards are requirements for admission, retention, and graduation. These standards may be achieved with or without accommodations. Students who, upon review of the technical standards, or at any point throughout their education determine that accommodations are needed to succeed in the program are encouraged to contact the University’s Disability Resources of Students (DRS) Office for a confidential discussion. The Americans with Disabilities Act (ADA) defines a disability as “a physical or mental impairment that substantially

limits one or more major life activities of that person.” In the context of a graduate program setting, this can include but is not limited to, accessing learning spaces, participating in classroom and clinical learning activities, demonstrating learning through assessment, managing schedules, and/or managing one’s health (e.g., sleeping, eating). Disabilities can be permanent or temporary, such as pregnancy, broken limbs, and emergency surgeries. Therefore, students struggling with any disability-related challenges would qualify to receive services from the DRS Office upon successful completion of their DRS application and intake appointment. The DRS Office will engage the Division of Occupational Therapy and the student in an interactive process to review accommodation requests and to determine reasonable accommodation(s) on a case-by-case basis. Students should consider reaching out as soon as possible if considering accommodations; timely accommodation requests are strongly encouraged to ensure sufficient time for development and implementation of accommodations. See **DRS Office webpage** on the process for new students.

Technical Standards

Knowledge Acquisition and Integration

Students are expected to have essential abilities in information acquisition, integration, and problem solving at entry and to gain and demonstrate higher levels of competence as they progress through the curriculum, with or without accommodations. These include the ability to do the following:

- Perceive, acquire, understand, interpret, and apply material to accomplish curricular requirements in classroom and clinical coursework.
- Learn through a variety of modalities including but not limited to the following:
 - Large group lectures
 - Demonstrations and laboratory activities
 - Small group discussions and presentations, including team-based learning
 - Written, audiovisual, and computer-based material
 - Cadaver/donor body dissection
 - Simulations
 - One-on-one and small group interactions
- Understand the dimensional and spatial relationships of physical and environmental spaces and structures.
- Demonstrate problem solving and decision making in a timely manner with sound judgment; this involves the ability to gather data, reason, integrate, analyze, and synthesize data concurrently based on information available.
- Demonstrate the use of quantitative and qualitative methods to appraise and interpret evidence.

Communication

Students are expected to have foundational communication skills at entry to the UW MOT program, and to demonstrate higher levels of competence as they progress through the curriculum, with or without accommodations. This includes the following:

- Communicate effectively in academic, practice, and community settings with peers, clients, care partners, and other members of the care team.
- Demonstrate the communication skills required to form effective professional relationships with members of the care team, academic and fieldwork educators, and colleagues.
- Gather information needed to accurately evaluate, address, and monitor client needs and outcomes to enable the delivery of services.
- Establish therapeutic relationships in a way that earns client and care partner trust and promotes openness to a client's concerns and sensitivity to potential cultural differences.
- Process and communicate information on a client's status in an accurate, succinct, comprehensive and timely manner to members of the team, including documentation.

Service Delivery

With appropriate training, students must be able, with or without accommodations, to demonstrate delivery of the OT process, which includes evaluations and interventions, some of which may be physical in nature and involve close proximity interactions with others. This includes the following:

- Perform or direct necessary standardized and non-standardized assessments for client evaluation.
- Interpret and integrate evaluation data and use it to develop intervention plans.
- Perform or direct therapeutic interventions.
- Locate, evaluate, and integrate evidence to improve client outcomes.
- Complete timed demonstrations of skills required for OT process.
- Monitor and ensure student and client safety throughout intervention, including timely response to emergency situations.
- Document each component of the OT process as appropriate for different settings and situations.

Behavioral and Ethical Conduct

Students are expected to have foundational behavioral skills at entry to the UW MOT program, and to demonstrate higher levels of competence and adherence to ethical standards as they progress through the curriculum, with or without accommodations.

- Arrive on time, be prepared, and comply with site-specific rules and regulations.
- Maintain commitment to the educational process; participate, contribute to the learning environment, and receive and act on constructive feedback from classroom and clinical instructors.
- Demonstrate compassion, empathy, altruism, integrity, responsibility, dedication, fairness, accountability, and concern for self and others.
- Demonstrate the ability to develop mature, sensitive, and effective professional relationships with clients and those supporting them, care teams, peers, instructors, and staff.
- Demonstrate an ability to work respectfully with all individuals regardless of race, culture, gender identity, sexual orientation, religion, disability, or other status.

- Exercise good judgment and display adaptability to an environment that may change in unpredictable ways.
- After adequate training, understand and apply appropriate ethical standards, including but not limited to the AOTA Code of Ethics and AOTA Standards of Practice.

Students are expected to comply with the **UW Medicine Policy on Professional Conduct**