



**LOMA LINDA UNIVERSITY
DEPARTMENT OF OCCUPATIONAL THERAPY
ESSENTIAL FUNCTIONS PROFILE**

As a student of the Occupational Therapy program, certain essential functions are conducive to success. The Essential Functions Profile of a student is as follows:

- A. Upon acceptance into the Occupational Therapy program, the applicant will have:
 - 1. Completed at least 40 hours of OT observation and/or community service.
 - 2. Effective time management including meeting classroom and appointment times, completion of assigned tasks, recognition and acceptance of others' stresses and priorities.
 - 3. Ability to monitor own behavior appropriately, including grooming, dress, non-verbal behavior, patterns of communication, and team interaction.
 - 4. English language proficiency - written and verbal.

- B. The nature of Occupational Therapy practice demands that the applicant develop:
 - 1. Ability to make critical decisions in stressful situations and intervene effectively.
 - 2. Awareness and observation of safety precautions and the ability to assess potentially dangerous situations.
 - 3. Respect for confidential nature of client information.
 - 4. Sensitivity to non-verbal behavior and environmental clues.
 - 5. Ability to use feedback and develop adaptive strategies.
 - 6. Ability to work cooperatively in a team situation with other professionals.
 - 7. Ability to participate and negotiate in group decision-making.
 - 8. Ability to apply theory and concepts to treatment needs in an appropriate professional manner.
 - 9. Sensitivity to diversity in ethnics, gender, capabilities, generational and ideological perspectives.

- C. The responsibilities of the Occupational Therapy student require the following neurophysiological abilities:
 - 1. Physical Demands (classrooms, labs, fieldwork sites, and community-based programs)

- a. Transportation to and around classrooms and labs in Nichol Hall and lower campus, library, chapel, and lunch facilities.
- b. On an average day, be present in classroom for at least 3 hours with two 10-minute breaks.
- c. At fieldwork site, be able to stand up to 7 hours in an average day.
- d. Write reports legibly.
- e. Communicate effectively in classroom for questions, dialogue, and presentations; coordinate verbal and manual instructions with technique demonstration.
- f. Communicate appropriately with instructors.
- g. Read homework assignments.
- h. Collect information from library sources.
- i. Submit typed homework/research papers.
- j. Make oral presentations in class.
- k. Use computers for online searches, research, email, and corresponding with fellow students and instructors.
- l. Use tools such as, but not limited to: goniometer, blood pressure cuff and stethoscope, measuring tape, scissors, x-acto knife, heatgun.
- m. Attend fieldtrips to different facilities.
- n. Participate in and perform assessments of range of motion (ROM), muscle testing, patient management techniques, CPR, monitor vitals, wheelchair and ergonomic measurements.
- o. Participate in and lead group activities in therapeutic media, group dynamics.
- p. Squat, crawl, bend, stoop, kneel, climb steps/stairs, reach above shoulders.
- q. Lift, move, carry up to 50 lbs.
- r. Demonstrate safe static/dynamic standing balance.
- s. Guard, transfer patients who may need physical assistance.
- t. Demonstrate fine/gross motor coordination.
- u. Be able to respond to a timer, alarm or call for help.

2. Positive Attributes for a Successful Fieldwork Experience

- a. Show interest in the specialty and the profession
- b. Take responsibility for your attitude
- c. Be creative in solving problems
- d. Care about consumer's issues
- e. Remember safety first
- f. Listen
- g. Seek feedback
- h. Accept constructive criticism
- i. Manage time
- j. Submit professional work in timely manner

- k. Avoid excuses
- l. Use supervision time effectively
- m. Initiate, initiate, initiate
- n. Take on new projects
- o. Seek additional information

D. The responsibilities of the Occupational Therapy student require the following higher level cognitive and professional abilities in the classroom and fieldwork facility:

1. Manage time effectively within academic and professional practice.
2. Adjust priorities according to the needs of the program, department, and peers.
3. Comply with the institution's policies and procedures.
4. Adhere to universal precaution procedures.
5. Participate actively and responsibly in the overall program, and fieldwork assignments.
6. Adjust to change and modify own behavior according to the demands of the situation.
7. Assume responsibility for professional behavior and growth.
8. Demonstrate good problem solving skills.
9. Demonstrate good safety awareness around tools, sharp objects, combustibles, and heated elements.
10. Communicate in a mature professional manner with peers, instructors, and other health care professionals, both verbally and in writing.
11. Follow appropriate channels of communication and authority for obtaining information and answers to questions.
12. Demonstrate coping skills by recognizing and managing own stress or problems, function appropriately under stress.
13. Manage personal affairs in a manner that does not interfere with professional responsibilities.
14. Initiate communication in a timely manner.
15. Communicate information clearly, accurately, and concisely in writing for target audience.
16. Interact with a client-centered focus and demonstrate ability to establish rapport with clients.
17. Ability to analyze, synthesize, and interpret information.
18. Abide by professional code of ethics and standards of practice.