



Elizabethtown College Occupational Therapy Department
Essential Functions/Technical Standards 2026

The faculty and staff of the Elizabethtown College Occupational Therapy Program recognize their responsibility to graduate entry-level MS and OTD candidates who have demonstrated achievement of the program’s competencies, as well as the competencies for new graduates established by the Accreditation Council for Occupational Therapy Education (ACOTE). These competencies prepare graduates to deliver a broad spectrum of patient-centered care across diverse clinical settings.

Successful candidates for the completion of the Elizabethtown Occupational Therapy Program must have the abilities and attributes necessary to be able to perform the following skills required for integration into clinical practice, either with or without reasonable accommodation.

Essential Functions (Global)
Possess intellectual, physical, emotional, social, and professional/ ethical capabilities required to undertake the entire curriculum; utilize clinical reasoning and problem-solving when providing occupational therapy care that ensures safe and effective evaluation and intervention.
Possess intellectual, physical, emotional, social, and professional/ ethical capabilities required to achieve levels of skill competency required in delivering safe occupational therapy services.
Appropriately utilize spoken, written, and nonverbal communication with others, including clients, caregivers, and other professionals from a variety of cultural backgrounds.
Demonstrate well-being and stability during periods of high stress and emergency situations and flexibility in adjusting to changing situations and uncertainty in academic and clinical environments.
Demonstrate the ability to develop rapport and engage others collaboratively within professional education, quality client/ patient care, and within interdisciplinary partnerships
Demonstrate the ability to reliably and critically self-evaluate professional, technical, and personal skills that contribute to positive client/ patient outcomes and demonstrate the ability to accept constructive feedback and respond/ adapt behaviors accordingly.
Identify, analyze, and apply ethical reasoning in academic and professional settings and respond to ethical issues and dilemmas accordingly.

Essential Functions (Specific)

Intellectual/Conceptual Capacities

Independently and effectively utilize detailed written and oral instructions.
Locate and utilize relevant information and resources.
Respond to questions asked; participate in class/lab and FW learning activities.
Analyze and integrate information from a variety of sources.
Critically assess relevancy of information and materials to learning and client scenarios and utilize applicable resources to increase knowledge and skills.
Effectively integrate new information with current knowledge.
Recall and retain information effectively in order to recommend and/or provide realistic and safe client/ patient care.
Anticipate potential problems and initiate strategies to clarify problem and/ or make recommendations to address the problem or concern.
Determine when something is wrong or is likely to go wrong, and then be able to act before there are negative consequences.
Identify and solve problems in a timely manner consistent with the demands of the situation.
Utilize creativity in developing, designing, or adapting new applications, ideas, assistive technology to assist with patient/ client outcomes.

Physical/Sensory/Perceptual Skills

Position one's body to move clients or equipment and handle materials. Move one's body to reach, stand, climb, walk, bend, stoop, balance, kneel, crawl, and twist.
Demonstrate sufficient fine motor and gross motor skills to complete roles and responsibilities.
Demonstrate sufficient energy and endurance to attend and carry out therapeutic interventions, attend meetings, and lectures for minimum 3-4 hour blocks and up to 8-10 hours with breaks.
Lift (floor to mid-thigh 20-50#; mid-thigh to shoulder level 10-50#; shoulder level and above 10-50#).
Utilize sufficient visual skills in order to observe others' movements in discerning differences and variances of movements, dexterity, functional performance, muscle integrity, to assess body language and reactions to the therapeutic intervention, acquire necessary and relevant information from written documents, utilize assessment tools, read and interpret evaluation results, and implement therapeutic interventions safely.
Utilize sufficient auditory skills to engage in classroom learning activities and to provide safe and effective therapeutic assessments and intervention sessions.
Maintain balance while performing evaluation/ intervention with clients, including those with compromised balance. Able to physically and safely respond to clients who are losing balance.
Respond quickly in emergency situations.

Emotional Abilities

Take initiative for own learning; take responsibility for meeting deadlines and completing work assignments; able to set priorities and be dependable.
Take responsibility for contributing to a positive work/ educational environment by demonstrating respect for others and engaging and facilitating dyadic and group collaboration.
Accept constructive written and/ or verbal feedback from faculty, supervisors, colleagues, and peers in order to improve skills and abilities.
Manage the complexities of a full caseload and full academic course load. (Any student may elect to complete the OT academic program and FW II requirements at a slower pace; however, all guidelines and institutional requirements related to student status, financial, aid and fieldwork completion must be maintained. Each FW II experience must be completed with 480 total hours and with a minimum of 20 hours per week).
Manage high levels of stress, recognize the need for help and ask for help assertively.
Recognize when plans are not working and be flexible in adjusting plan to accommodate educational or therapeutic situation.
Accept responsibility for own actions and decisions.
Abide by established policies and procedures; ask for clarification when needed.

Social/Communication/Interaction

Demonstrate mature, empathetic, and effective professional relationships by exhibiting compassion, integrity, and concern for others.
Demonstrate respect for others of different ages, backgrounds, disability levels, races, religions, cultural backgrounds, sexual orientation, and gender.
Relate to a variety of individuals, engage others, and provide a range of affective responses appropriate to the therapeutic scenario.
Build trust and working, collaborative relationships.
Communicate effectively to others including 1:1 interactions, small group presentations, collaborative team or work meetings.
Identify and resolve conflicts, asking for assistance as needed.
Verbally communicate with others, adapting approach to meet the demands of the therapeutic scenario.

Professional/Ethical Responsibilities

Dress appropriately based on the expectations for the academic and therapeutic settings and maintain personal hygiene.
Apply concepts of client-centered, family-centered, person-centered practice to the OT process.
Abide by professional standards and utilize ethics in academic and therapeutic scenarios. Identify and respond appropriately to ethical issues and dilemmas.
Demonstrate a commitment to excellence, honesty, integrity, and respect for others.
Self-direct one's own learning and be engaged in learning in the classroom and in FW.
Self-identify, evaluate and communicate limits of one's own knowledge and skills.
Incorporate a disposition of life-long learning including the ability to self-identify professional development needs and goals.
Establish and maintain supervisory/ mentoring relationships; handle conflicts appropriately based on established policies and procedures.
Seek supervision when needed.