

Technical Standards for Admission, Progression, and Graduation

The OTD Program at Quincy University is committed to preparing competent, compassionate, and innovative occupational therapists. In keeping with the core values of the profession and the mission of Quincy University, we affirm the right of qualified individuals with disabilities to an equitable education. As part of Quincy University's commitment to academic excellence, ethical practice, and servant leadership, all students in the OTD program must meet the essential technical standards required for participation and success in this comprehensive hybrid program.

These technical standards outline the essential functions necessary to complete the academic and clinical components of the program, with or without reasonable accommodation. They are not intended to be exclusionary but to ensure that all students are able to meet the academic, professional, and ethical responsibilities of an occupational therapist.

Reasonable Accommodations

Quincy University provides reasonable accommodation for students with documented disabilities through the Office of Disability Services. The method by which students meet these essential requirements may vary and can include individualized accommodations that support equitable access and performance. Accommodations will not:

- Compromise essential program requirements,
- Affect clinical safety or patient care,
- Alter the integrity of the curriculum.

Students who anticipate needing accommodations are encouraged to contact the Office of Disability Services early in the admissions process and as needs arise throughout the program.

These standards reflect the essential non-academic abilities necessary to successfully complete the hybrid OTD program and to function effectively in the clinical and professional environment.

1. Intellectual and Cognitive Abilities

- Acquire, integrate, and apply foundational and clinical knowledge from diverse sources (e.g., lectures, readings, research).
- Analyze, synthesize, and problem-solve in academic, clinical, and community contexts.
- Demonstrate sound clinical reasoning and judgment.
- Interpret, evaluate, and use evidence-based information to inform decision-making.
- Examples: Participating in classroom and online discussions, interpreting a standardized assessment and using results to design a treatment plan, applying theory and research to support intervention choices in a written assignment

- Note: These abilities may be demonstrated with support strategies such as extended time for exams, audio textbooks, or notetaking assistance.

2. Communication Abilities

- Communicate effectively and respectfully with clients, families, peers, faculty, and interprofessional teams.
- Receive, process, and express information clearly through verbal, nonverbal, written, visual, or alternative formats.
- Document accurately and professionally electronic and written records in a professional and appropriately timely manner, with consideration of any approved accommodations.
- Examples: writing progress notes in an electronic medical record, using reflective listening in a simulated patient interview or while on fieldwork, presenting a group project using accessible visual aids and concise language
- Note: The use of augmentative or assistive communication technologies is welcomed and supported.

3. Sensory and Observational Abilities

- Accurately observe and interpret information during client interactions and therapeutic activities.
- Perceive and interpret non-verbal cues (e.g., body language, facial expressions), environmental contexts, and changes in client performance.
- Participate in lab and clinical tasks that require sensory input, including tactile, visual, and auditory input, with or without accommodation.
- Examples: Observing a child's fine motor coordination during play, identifying adaptive equipment needs in a home environment, using an observational checklist during a group therapy session
- Note: Reasonable adaptations (e.g., alternative formats, assistive technologies, magnification, captioning) are welcomed to support observation and learning.

4. Motor and Praxis Abilities

- Perform or direct therapeutic activities that support client participation in daily life.
- Participate in labs and fieldwork involving demonstrations, transfers, physical guidance, or the use of tools and materials.
- Safely and effectively navigate clinical and community settings, independently or with appropriate support or mobility device.
- Examples: Instructing a client in the use of adaptive utensils during a feeding intervention, fabricating a splint in a lab setting or on fieldwork, safely adjusting a wheelchair for a transfer activity
- Note: Students may meet these standards through the use of adaptive equipment, personal assistance, or modified techniques, provided the fundamental therapeutic goal is achieved.

5. Interpersonal and Professional Skills

- Build and maintain effective, collaborative relationships with clients, families, peers, and professionals.
- Demonstrate emotional regulation, cultural humility, and ethical behavior in dynamic and sometimes emotionally intense environments.
- Accept constructive feedback and reflect on performance and professional growth.
- Examples: collaborating with peers on a group assignment and resolving conflict respectfully, maintaining a client-centered approach in the face of challenging behavior, reflecting on feedback from a fieldwork educator and integrating suggestions into future practice
- Note: The development of these skills is expected over time; support, mentorship, and self-reflection are encouraged as part of the professional growth process.

6. Behavioral and Executive Function Skills

- Organize, plan, and manage time effectively to meet academic and clinical demands.
- Demonstrate persistence, flexibility, and self-advocacy.
- Navigate multiple responsibilities, prioritize tasks, and meet deadlines.
- Examples: developing a weekly study plan to meet assignment and exam deadlines, adjusting to last-minute changes in fieldwork schedules, maintaining focus and completing documentation after a long clinical day
- Note: These abilities may be supported through coaching, structured routines, time-management aids, or other strategies, particularly for students who are neurodivergent.

7. Technical Proficiency (given the hybrid nature of the program)

- Demonstrate comfort with, and adaptability to technology used for online learning, telehealth, and documentation systems.
- Access and engage in synchronous and asynchronous course activities via the university's learning management system (Moodle).
- Troubleshoot and seek support for basic technical challenges to remain engaged and successful.
- Examples: Logging into Moodle to complete weekly assignments or participate in a discussion forum, joining a live Teams class, using breakout rooms, and screen sharing when presenting, navigating online databases for scholarly articles and uploading assignments in the proper format, contacting tech support when experiencing login issues or audio problems during synchronous class sessions.
- Notes: These technical skills are developed and supported throughout the program. Prior experience with specific platforms is not required at entry. Students are encouraged to use assistive technologies (e.g., screen readers, voice-to-text software, adaptive input devices) and access university-provided training or support resources to enhance their engagement and success in the hybrid environment. Adaptability and willingness to learn are more essential than prior expertise.

Additional Notes

- These standards are not static benchmarks. They represent functional areas where students are expected to demonstrate competency with or without accommodations. Many of these skills are developed and strengthened through the curriculum and clinical experience.
- The goal is access, not exclusion. Technical standards do not mean students must perform every task in the same way—rather, they must be able to fulfill the essential functions of an occupational therapy student and eventual practitioner in a safe, ethical, and competent manner.
- Collaboration with the Office of Disability Services is key. The program encourages early and proactive communication from students who may need support, and it commits to a collaborative, solution-focused approach. Students are encouraged to contact the Office of Disability Services early in the admissions or enrollment process to request accommodations and explore support resources
- The QU OTD program is committed to upholding the rights of students with disabilities under the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act.
- The program will work collaboratively with the student, Disability Services, and clinical/fieldwork educators to develop appropriate accommodations that uphold essential standards while promoting access, dignity, and full participation.
- Fieldwork and capstone sites may have additional technical standards beyond those pertaining to the curriculum. While the site determines reasonable accommodations during the rotation, students are still protected under the ADA and Section 504. The university will support students in working with the site to identify appropriate accommodations.

Commitment to Inclusion

- As future occupational therapists, our students are expected to model the values of the profession by promoting participation, access, and justice. The program embraces diversity in ability, background, and lived experience and recognizes that disability is a natural part of the human experience.
- Meeting technical standards is not about performing tasks in a specific or traditional way, it is about achieving essential outcomes. The QU OTD program affirms that diverse ways of doing, being, and becoming are integral to the occupational therapy profession.

QU Office of Disability Services: [Disability Services | Support For Students With Disabilities | Quincy U](#)