Introduction
The Master of Occupational Therapy (MOT) degree is recognized as a broad undifferentiated degree requiring the acquisition of general knowledge and basic skills in all areas of occupational therapy. The education of an occupational therapist requires assimilation of knowledge, acquisition of skills and development of judgment through client care experiences in preparation for independent and appropriate decisions required in practice. The current practice of occupational therapy emphasizes collaboration between the client and health, education, and/or community practitioners to design and implement services.

Policy

Admission and Retention
The Division of Occupational Therapy endeavors to select applicants who have the ability to become highly competent occupational therapists. As an accredited program, the Division of Occupational Therapy adheres to the guidelines promulgated by the Accreditation Council of Occupational Therapy Education and detailed in the "Standards for an Accredited Educational Program for the Occupational Therapist" (2006). Within these guidelines, the Division of Occupational Therapy has the freedom and ultimate responsibility for the selection of students, the design, implementation, evaluation of its curriculum, evaluation of students, and the determination of who should be awarded a degree. Admission and retention decisions are based not only on prior satisfactory academic achievement but also on non-academic factors that serve to insure that the candidate can complete the essential functions of the academic program required for graduation.

The Division of Occupational Therapy has the responsibility to the public to assure that its graduates can become fully competent occupational therapists, capable of fulfilling the Occupational Therapy Code of Ethics (2010) which advocates beneficence, respect for the rights and autonomy of individuals, and high standards of competence. Thus, it is important that persons admitted possess the intelligence, integrity, compassion, humanitarian concern, and physical and emotional capacity necessary to practice occupational therapy.

Equal Opportunity and Accommodation
The University of Washington is committed to the principle of equal opportunity and does not unlawfully discriminate on the basis of race, color, creed, religion, national origin, gender, sexual orientation, age, marital status, disability, disabled veteran, or Vietnam era veteran status.

The University of Washington, through the Disability Resources for Students Office (DRS), provides services to enrolled students who have a documented permanent or temporary physical, psychological, or sensory disability that qualifies them for academic accommodations under the law. It is the responsibility of the student to obtain services through DRS.
### Essential Skills

Essential skills are part of academic standards required for successful completion of the program. Students accepted into the program must be able to demonstrate these skills, with or without reasonable accommodation. Students must have the ability to:

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<th>I. Ethics</th>
<th>a) Reason morally and act in an ethical and legal manner.</th>
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| II. Learning | a) Initiate and actively engage in learning process.  
b) Effectively learn from a variety of methods and strategies in both individual and collaborative situations. |
| III. Cognition | a) Accurately observe, memorize, measure, calculate, reason, critically analyze, integrate, and synthesize information and concepts.  
b) Read and comprehend written material in timely manner.  
c) Adapt appropriately to changing situations in a timely manner.  
d) Seek out information and make sound decisions including situations where information may not be complete.  
e) Attend and respond effectively to simultaneously occurring events or situations. |
| IV. Organization | a) Organize schedules, materials, work space; and prioritize demands. |
| V. Sensory | a) Receive and process information accurately. |
| VI. Motor | a) Use gross and fine motor coordination, strength, and agility to perform evaluation and treatment tasks and to safely move self, clients, and equipment. |
| VII. Communication | a) Communicate effectively in English, in written and oral formats.  
b) Interact with others in a tactful and compassionate manner and establish rapport using responsive, empathetic listening.  
c) Respond effectively to verbal and non-verbal information with sensitivity to socio-cultural differences. |
| VIII. Behavioral/social | a) Establish and maintain effective relationships with diverse populations.  
b) Function effectively in physically, emotionally, and cognitively demanding situations which may be rapidly changing and/or unpredictable.  
c) Recognize that a person’s values, culture, attitudes, beliefs, emotions, and experiences affect his/her perceptions and relationships with others.  
d) Examine one’s behavior and actions, seek supervision and feedback, and respond accordingly  
e) Maintain a strong work ethic including consistent attendance, punctuality, positive attitude, respect, cooperation, team work, and productivity. |
| IX. Emotional health | a) Maintain sufficient emotional health for effective use of intellectual abilities, exercise of good judgment, and timely completion of all program responsibilities. |

Date of policy: 1998; Revised: 2002; Revised: March 2010