

Pioneer Programs Job Description

Job Title: Occupational Therapist

Department: Therapy Services

Revised Date: 6/2017

Summary

Plans, organizes, and conducts an occupational therapy program in a school and community setting to facilitate development and rehabilitation of mentally, physically, or emotionally disabled persons by performing the following duties.

Essential Duties and Responsibilities include the following. Other duties may be assigned.

1. Plans and provides direct and group occupational therapy services to students based on their IEP requirements.
2. Consults with members of the educational and IEP teams to select activities consistent with needs and capabilities of the student and to coordinate occupational therapy with classes through the student's day.
3. Selects constructive activities suited to the student's physical capacity, intelligence level, and interest to upgrade individual to maximum independence and assists in the development or restoration of functions.
4. Designs and constructs special equipment for individual and suggests adaptations for student's academic or home environment.
5. Administers assessments, takes data and writes corresponding reports.
6. Assists in writing goals and advising the IEP team and participating in IEP meetings when necessary.
7. Requisitions supplies and equipment.
8. Lays out materials for student's use and maintains OT supplies, equipment and work area.
9. Advises and helps school staff provide occupational therapy techniques per student needs (writing directions or creating visuals when necessary).
10. Tracks student service hours and provide to financial staff for billing purposes the last working day of each month.
11. Maintain the confidentiality of student records and information according to established guidelines.
12. Assure the health and safety of students by following health and safety practices and procedures.

Supervisory Responsibilities

May directly supervise Certified Occupational Therapy Assistants. Carries out supervisory responsibilities in accordance with the organization's policies, a professional Code of Ethics and

applicable local, state and federal laws. Responsibilities include training, planning, assigning, and directing work; appraising performance; addressing complaints and resolving problems.

Competencies

To perform the job successfully, an individual should demonstrate the following competencies:

Intellectual - Uses intuition and experience to complement data; assesses own strengths and weaknesses; seeks feedback to improve performance; strives to continuously build knowledge and skills; shares expertise with others; competent in required job skills and knowledge; exhibits ability to learn and apply new skills; requires minimal supervision; displays understanding of how job relates to others; uses resources effectively; adapts to new technologies; translates concepts and information into images; identifies and resolves problems in a timely manner; gathers and analyzes information skillfully; develops alternative solutions; works well in group problem solving situations; uses reason even when dealing with emotional topics.

Interpersonal - Expresses ideas and thoughts verbally, visually and in written form; able to read and interpret written information; keeps others adequately informed; selects and uses appropriate communication methods; establishes and maintains effective relations; exhibits tact and consideration; offers assistance and support to co-workers; works cooperatively in group situations; works actively to resolve conflicts; listens and gets clarification; participates in meetings; exhibits objectivity and openness to others' views; contributes to building a positive team spirit.

Leadership - Communicates changes effectively; gives performance feedback; supports group problem solving; exhibits confidence in self and others; gives appropriate recognition to others; makes self-available to staff; inspires respect and trust; encourages open communications; confronts difficult situations; maintains objectivity; keeps emotions under control; promotes a harassment-free environment; treats people with respect; keeps commitments; inspires the trust of others; works with integrity and principles; follows policies and procedures; completes administrative tasks correctly and on time.

Self-Management - Changes approach or method to best fit the situation; recognizes and acts on opportunities; dresses appropriately for position; keeps self well groomed; is consistently at work and on time; ensures work responsibilities are covered when absent; arrives at meetings and appointments on time; takes responsibility for own actions; keeps commitments; asks for and offers help when needed; exhibits sound and accurate judgment; supports and explains reasoning for decisions; includes appropriate people in decision-making process; makes timely decisions; uses time efficiently; applies feedback to improve performance.

Qualifications

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Education and/or Experience - Fifth year college or university program certificate or equivalent program in order to be licensed as a OT by the state of California.

Knowledge and understanding of:

- Human development throughout the lifespan and ability to apply it to students' unique developmental status

- The influences of disabilities, socio-cultural and socioeconomic factors that limit student participation
- Federal, state and local laws in addition to any California Board of Occupational Therapy regulations.

Language Skills - Ability to read, analyze, and interpret periodicals, professional journals, technical procedures, or governmental regulations that pertain to the Occupational Therapy field. Ability to write reports and correspondences. Ability to effectively present information and respond to questions from educators, the IEP team, students, parents, school district personnel and anyone else that has need of information about a student OT program or progress.

Mathematical Skills - Ability to add, subtract, multiply, and divide in all units of measure, using whole numbers, common fractions, and decimals. Ability to compute rate, ratio, and percent and to draw and interpret various styles of graphs.

Reasoning Ability - Ability to define problems, collect data, establish facts, and draw valid conclusions. Ability to interpret data in mathematical or diagram form and deal with several abstract and concrete variables.

Computer Skills - Basic working knowledge of internet, e-mail and Word (or other similar typing program). Touch Chat and Proloquo a bonus

Certificates, Licenses, Registrations - Current OT license in good standings issued by the state of California.

Physical Demands

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

An Occupational Therapist is considered a Medium Physical Demand Characteristic of Work position according to the physical demands strength rating of the Dictionary of Occupational Title, Fourth edition published by the US Department of Labor. - Occupational Therapist listing #076.121-010

1. An Occupational Therapist must be able to frequently use his/her hands to handle, control, assemble, move, grasp or feel objects, tools, or controls; make quick, precise adjustments to machine controls; stand for long periods of time and bend, twist, reach, stretch, kneel, squat, stoop, crawl, sit on the floor, bike riding, swimming, jumping, etc.
2. It is important for Occupational Therapist to be able to speak clearly so listeners can understand; listen and understand the speech of another person; focus on one source of sound and ignore others; hear sounds and recognize the difference between them; be able to change focus of vision between objects that are both near and far and between inside and outside lighting; to see differences between colors, shades, and brightness.; determine the distance between objects
3. An Occupational Therapist will work with students on specific goals and need to be able to coordinate movement of several parts of the body, such as arms and legs, while the body is

moving and while still; be able to move body all body parts quickly, hold their arms and hands in one position or hold the hand steady while moving the arm; use stomach, lower back and other muscles to support the body for long periods without getting tired; use muscles to lift, push, pull, or carry heavy objects (up to 40 pounds); be physically active for long periods without getting tired or out of breath; keep or regain the body's balance or stay upright when in an unstable position.

4. The Occupational Therapist must sit on an occasional basis when developing a student's therapy program, designing and making visuals, writing reports and correspondences, etc. This is usually done at a table or desk with a forward bending from the waist, leaning on forearms and looking down requiring neck flexion. It is necessary to grasp and manipulate pens, pencils, markers, scissors, staplers, etc. and have good finger and wrist dexterity in order to use a computer keyboard and mouse efficiently, occasionally or frequently, depending on the day.

5. On occasion, the Occupational Therapist may accompany students out into the community, which will involve walking on even or uneven surfaces such as dirt, sand, grass, concrete asphalt and negotiating city sidewalks and curbs.

Work Environment

Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The Occupational Therapist will work in a variety of settings: in the OT room, a classroom, other rooms on campus, outside (both on and off campus) and in the community. The student sessions will either be direct services with only one student or a small group of students. The size of the student groups is to be determined by the occupational therapist based on the similarity of the students' needs.

The noise level in the work environment is usually moderate, but can become loud based on the setting and activity. The therapist will work with students during school hours, but may be required to meet with other staff members, parents or school district staff before or after school hours.

HAZARDS:

Potential exposure to physical injury from aggressive student behavior.

Acknowledgements

The above job description is not intended to be an all-inclusive list of duties and standards of the position. Incumbents will follow any other instructions, and perform any other related duties, as assigned by their supervisor.