



Inherent Requirements to Study Occupational Therapy at Bond University Student Declaration

Bond University is committed to providing an inclusive and supportive educational experience. We value diversity and strongly support the rights of all individuals to participate in higher education and to pursue personal and career aspirations.

Inherent Requirements are the essential components of a course or subject that demonstrate the abilities, knowledge, and skills to achieve the core learning outcomes of the course or subject.

The Inherent Requirements were developed to be used in professional entry allied health programs with the aim of providing the greatest access for students with a disability or health condition whilst ensuring safe and effective service delivery for consumers of healthcare. These inherent requirements should be read in conjunction with information about the [Occupational Therapy program at Bond University, placement compliance and fitness to practice requirements](#) and the publications by the [Occupational Therapy Board of Australia](#), including the [Occupational Therapy Code of Conduct](#), [Guidelines for Mandatory Notifications](#) and the [Australian occupational therapy competency standards](#).

Inherent requirements provide a clear description of the skills and attributes that you must demonstrate to successfully commence the [Occupational Therapy program at Bond University](#) and enable you to make an informed decision about your capacity to undertake the degree program.

If at any point prior to commencing or while enrolled in the program, you feel that you may experience challenges or may require support to meet the Inherent Requirements because of a disability or medical condition (including mental health or temporary conditions) you are encouraged to discuss your concerns with the Occupational Therapy Program Director or Bond University's [BondAbility](#) to discuss the services and supports available to meet your individual needs.

A Bond University policy objective is to maintain consistent program requirements and academic standards for all students while allowing suitable flexibility in the assessment arrangements for students with disabilities. Reasonable adjustments are carefully administered to avoid disadvantage to any candidate.

You may need a reasonable adjustment where a significant mobility, sensory, learning, or other physical or mental health impairment, permanent or temporary, may prevent you from performing to capacity in an examination or clinical placement conducted under standard conditions. Bond University is guided by the [Disability Discrimination Act 1992 \(Cth\)](#), the [Anti-Discrimination Act 1977 \(NSW\)](#) and the [Disability Standards for Education 2005 \(Cth\)](#) to ensure that reasonable adjustments are available. Adjustments must be reasonable and are not to compromise the academic integrity of a degree program. Reasonable adjustments are provided to assist students to achieve the Inherent Requirements, rather than as a substitute for them.

Inherent requirements for entry into the Bond University Occupational Therapy Program

1. Legal

Inherent Requirement	Compliance with Australian Law and professional regulations
Rationale	Knowledge, understanding, and compliance with legislative and regulatory requirements are necessary pre-requisites to clinical/professional placements to identify, manage and reduce the risk of harm to self and others; compliance with these professional regulations and the Australian Law ensures students are both responsible and accountable for their practice.
Examples	<ul style="list-style-type: none">• Respond to the compliance requirements for student registration with the Australian Health Practitioner Regulation Agency (AHPRA)• Comply with relevant child protection and safety, health and safety, and anti-discrimination legislation• Comply with policies of clinical placement facilities e.g. uniforms and name badge

2. Ethical and professional behavior

Inherent Requirement	Ethical and professional behaviour in academic and clinical/professional environments
Rationale	Compliance with standards, codes, guidelines, and policies that facilitates safe, competent interactions and relationships for students and the people they engage with in the many environments of practice is required for the physical, psychological, emotional and spiritual wellbeing of all.
Examples	<ul style="list-style-type: none">• Comply with academic and non-academic conduct codes and policies and professional standards• Identify and enact relevant applications of these codes and standards, including those relating to plagiarism, informed consent, privacy, confidentiality, and equitable and respectful behaviour in academic and clinical settings• Demonstrating ability to reflect on ethical dilemmas and issues and take responsibility for ensuring awareness of ethical behaviour

3. Safe practice

Inherent Requirement	Compliance with safe practice sufficient to meet patient care needs, including considerations of current scope of practice, workplace health and safety and infection control.
Rationale	Compliance with current scope of practice, workplace health and safety, infection control considerations and effective and timely response to alarm systems are required to provide safe environments for students, staff and others.

Examples	<ul style="list-style-type: none"> • Limit task performance to current scope of practice • Comply with relevant workplace health and safety policies for equipment use and storage • Remain up to date with first-aid and CPR knowledge and practice • Work safely with clients with infectious diseases and with reduced immunity • Be able to identify and respond to alarm systems to maintain safety and/or effective health management for self and patients
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4. Behavioral stability

Inherent Requirement	<p>Behavioural stability, adaptability and self-awareness are necessary to effectively and sensitively function and adapt in educational settings.</p> <p>Occupational Therapy students must demonstrate the ability to:</p> <ul style="list-style-type: none"> • work constructively in diverse, unpredictable, and challenging academic and educational environments • respond consistently and appropriately to the needs of children, young people, caregivers, and other clients in stressful and challenging situations
Rationale	<ul style="list-style-type: none"> • Learning environments can be challenging and will require you to engage with peers and teaching staff, reflect on your work, and respond appropriately to constructive feedback. • Professional experience placements in health and community settings can present complex and unpredictable human situations. • Behavioural stability is required to work individually and in teams in changing and unpredictable environments. Students will be exposed to complex, stressful situations and will be required to manage these events objectively and professionally.
Examples	<ul style="list-style-type: none"> • manage multiple, complex demands with focus and composure • be receptive to constructive feedback and respond appropriately when feedback is provided • effectively manage your emotions and behaviour when dealing with people in community and educational settings • consistently respond sensitively and appropriately to children, young people and adults in all situations, particularly those that are stressful and challenging.

5. Communication

Verbal communication

Inherent Requirement	Verbal communication in English to a standard that allows fluid, clear, and comprehensible two-way discussions for patient/client care, tailored to the local English-speaking audiences.
Rationale	Effective verbal communication, in English, with patients or clients, university and clinical staff is required for effective learning and to provide safe and effective delivery of care/practice.
Examples	<ul style="list-style-type: none"> • Understand and respond to verbal communication accurately and appropriately in a time-constrained environment when a patient provides vital bedside information • Build rapport with patients, clients and caregivers • Present information more formally to, and engage in developing discussions with, a wider audience, including clinical presentations, case conferences and handovers

Non-verbal communication

Inherent Requirement	Non-verbal communication skills that enable respectful communication with others to meet patient care needs.
Rationale	The ability to recognise, interpret and respond to non-verbal cues, to communicate with congruent and respectful non-verbal behaviour, and to be sensitive to individual and/or cultural variations in non-verbal communication is essential for safe and effective care.
Examples	<ul style="list-style-type: none"> • Recognise patient cues in facial expression, appearance, behaviour, posture, and/or movement • Deliver information to a distressed patient/client incorporating non-verbal behaviour that matches the nature of the information • Recognise and adjust to differing physical contact preferences of patients

Written communication

Inherent Requirement	Ability to produce English text to a standard that provides clear and professional-level communication for patient care, with language usage and style tailored to the targeted recipients.
Rationale	Effective communication in English text is required to demonstrate applied skills in academic writing conventions and in sustained and organised academic argument and provide safe and effective delivery of care/practice.
Examples	<ul style="list-style-type: none"> • Communicate complex academic and clinical perspectives in writing • Summarise and appropriately reference a range of literature in written assignments • Use precise and appropriate language and formatting to construct a shower assessment or paediatric assessment report in a timely manner • Use precise and appropriate language to contribute to both handwritten and electronic patient records in a time-constrained environment. • Demonstrate accurate and appropriate literacy and numeracy in written communication.

6. Interpersonal skills

<p>Inherent Requirement</p>	<p>Interpersonal skills are essential to work effectively and sensitively, and to build relationships in community and educational settings.</p> <p>Occupational Therapy students must demonstrate:</p> <ul style="list-style-type: none"> • the ability to work effectively, sensitively, and confidentially with children, young people, parents and carers, adult clients and community members • the ability to create rapport with peers, and academic and professional staff that facilitates effective working relationships • cultural competence, sensitivity, and willingness to work with individual children and young people in a complex and diverse Australian society.
<p>Rationale</p>	<p>Inclusive practice requires the valuing of all individuals. Effective interpersonal engagement is required particularly with individuals from diverse contexts and with varying attributes such as disability.</p> <p>Meeting the Australian Professional Standards for Health Professionals requires:</p> <ul style="list-style-type: none"> • effective, sensitive, and confidential engagement with clients with a broad range of abilities and communication styles, other professionals and educators • the capacity to engage with people from diverse backgrounds and ability in various contexts
<p>Examples</p>	<ul style="list-style-type: none"> • participate in a respectful and culturally competent manner in class discussions and professional placement experiences • collaborate, modify and reflect on your practice during professional learning experiences in response to client or patient needs and supervisor feedback • interact with others with mutual respect, equity and dignity.

7. Cognition and intellectual skills

<p>Inherent Requirement</p>	<p>Knowledge acquisition, utilisation and retention spanning and drawing together all coursework subjects. Cognitive skills for focus, memory, attention to detail, application of theoretical concepts, and practical functioning sufficient to meet patient care needs.</p>
<p>Rationale</p>	<p>Understanding and retention of coursework information and the effective processing of this information is required for appropriate, safe and effective delivery of care.</p>
<p>Examples</p>	<ul style="list-style-type: none"> • Make safe and appropriate patient care decisions from retained knowledge • Assess the application of policy and procedures in the context of clinical situations

	<ul style="list-style-type: none"> • Research and use an evidence- based framework to make sound decisions between clinical management options • Notice and respond effectively to critical changes in instructions, measurements or observable behaviour
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8. Sensory and motor ability

Visual

Inherent Requirement	Ability to interact with visual inputs sufficiently to manage learning environments and to meet patient care needs.
Rationale	Elements in the working and teaching environment are delivered by visual means, and the ability to learn from or respond to these inputs is required to provide safe and effective practice.
Examples	<ul style="list-style-type: none"> • Detect visual changes in a patient's posture, movement, ability to perform functional activities and other responses to therapeutic interactions • Set-up and safely use instruments and equipment for patient care • Process visual information from grip strength measuring equipment, weight limit labels on hoists, wall-posted instructions • Monitor the broader environment for patient safety

Auditory

Inherent Requirement	Ability to interact with auditory inputs sufficiently to manage learning environments and to meet patient care needs.
Rationale	Elements in the learning and working environments are delivered by auditory means, and the ability to learn from or respond to these inputs is required to provide safe and effective practice.
Examples	<ul style="list-style-type: none"> • Detect and discriminate changes in pain or breathing sounds • Detect and discriminate alarms, emergency calls over PA systems, and urgent verbal information for patient care • Follow developing discussions with colleagues and clients for patient care decisions

Tactile

Inherent Requirement	Ability to respond to tactile input and provide appropriate tactile interaction sufficient to meet patient care needs.
Rationale	Elements in the working environment are detected and measured by tactile means, and the ability to learn from or respond to these inputs is required to provide safe and effective practice. The appropriate use of touch as a part of effective patient care is also required.
Examples	<ul style="list-style-type: none"> • Detect changes in circulation e.g. temperature of extremities, palpable pulses

	<ul style="list-style-type: none"> • Feel for appropriate fit of pressure cushions and lateral supports for wheelchair prescription • Apply appropriate pressure when moulding a hand splint • Provide client care through appropriate and reassuring touch
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Gross motor ability

Inherent Requirement	Strength, range of motion, coordination and mobility sufficient to meet patient care needs.
Rationale	A wide range of physical patient care actions in a time-constrained environment is required to provide safe and effective practice.
Examples	<ul style="list-style-type: none"> • Maintain balance and safely assist patients to walk from either their left or right side • Safely assist patients to transfer from lying to standing • Move readily around patients, between work areas and patients, and around varying surfaces and levels in a client's home, to complete tasks within shift timeframes • Access around bedheads, across beds, over beds and chairs, down to wheelchair brakes • Safely retrieve, move and utilise stock and equipment from reasonable storage positions at a range of heights

Fine motor ability

Inherent Requirement	Manual dexterity and fine motor skills sufficient to meet patient care needs.
Rationale	A wide range of fine-motor manual tasks in a time-constrained environment are required to provide safe and effective practice.
Examples	<ul style="list-style-type: none"> • Prepare and perform assessment and treatment techniques, e.g. moulding hand splint, preparing paediatric assessments and adjusting equipment • Contribute to both handwritten and electronic medical records

Adapted from: Inherent Requirements <http://www.westernsydney.edu.au/ir>

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Bond University Faculty of Health Science and Medicine, Medical Program Inherent Requirements, 2020

Student Declaration of Inherent Requirements

I declare that I demonstrate each of the above inherent requirements. If I am unsure or I am aware that I do not meet any of the inherent requirements, I will make an appointment with Bond University's [BondAbility](#) to discuss any reasonable accommodations or adjustments that may be provided prior to commencing the coursework program. If, during the course of my enrollment in the Occupational Therapy program, I become aware that I am not able to demonstrate the inherent requirements, I will make an appointment with Bond University's [BondAbility](#) as soon as possible. **As a Bond University Master of Occupational Therapy student, I commit to:**

- Showing consistent performance and energy to complete specific tasks in a timely manner
- Showing consistent and sustainable concentration to perform repetitive activities over time
- Monitoring my own physical and mental health on a regular basis
- Maintaining behavioural stability, resilience, and flexibility in order to work well in diverse academic and clinical environments in a way that allows me to engage in the Occupational Therapy program on a full-time basis

<https://hsmbonduniversity.wufoo.com/forms/x1szi49106p105o/>

