

Occupational Therapist

Purpose Statement

The job of Occupational Therapist is done for the purpose/s of assessing students' functional physical development level; planning and implementing appropriate treatment to meet individual student objectives; identifying architectural barriers; providing recommendations for accessibility, program development and student placement; and providing direction to Certified Occupational Therapy Assistants (COTA).

This job reports to Director

Essential Functions

- Administers occupational therapy procedures and modalities (e.g. promoting motor and sensory development, daily living skills, vocational skills and technology accessibility, etc.) for the purpose of achieving program objectives.
- Assesses students' fine and gross motor skills and functional abilities (e.g. perceptual-motor, hand functions, motor coordination, sensory development, muscle strength, etc.) for the purpose of determining program eligibility and developing recommendations for treatment, appropriate assistive devices and/or school placement.
- Collaborates with a variety of groups and/or individuals (e.g. parents, teachers, physicians, administration, maintenance personnel, team members, other professionals, etc.) for the purpose of communicating information, resolving issues and providing services in compliance with established guidelines.
- Consults with teachers, parents, other personnel and/or outside professionals (e.g. synthesize evaluation results into comprehensive reports that are appropriate for the school-based setting, etc.) for the purpose of providing requested information, developing plans for services, making recommendations and/or coordinating occupational therapy services with those of other disciplines.
- Directs the work of assigned COTAs, fieldwork students and instructional assistants using guidelines established by the NDBOTP and BPS for the purpose of providing guidance and ensuring that program objectives are achieved.
- Instructs students and staff (e.g. identifies structural issues, etc.) for the purpose of providing information on medical/behavioral attributes, use of assistive devices and/or implementing plans for remediation of functional limitations.
- Maintains files and/or records (e.g. progress reports, activity logs, billing information, treatment plans, etc.) for the purpose of ensuring the availability of information as required for reference and/or compliance.
- Organizes and facilitates in-service education and professional development for school district personnel for the purpose of enhancing knowledge and skills of staff.
- Participates in meetings, workshops, and seminars (e.g. training, collaborates with other specialists to develop IEPs, team meetings, etc.) for the purpose of conveying and/or gathering information.
- Performs site visits at multiple work sites for the purpose of providing direct therapy interventions and assistance as required.
- Prepares a wide variety of written materials (e.g. activity logs, correspondence, memos, treatment plans, Medicaid billings, reports, etc.) for the purpose of documenting activities, providing written reference, and/or conveying information.

- Researches resources and methods (e.g. intervention and treatment techniques, assessment tools and methods, community resources, etc.) for the purpose of determining the appropriate approach for addressing students' functional goals.
- Transports supplies and equipment to a variety of sites for the purpose of ensuring the availability of items as needed.

Other Functions

- Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the school/district.

Job Requirements: Minimum Qualifications

Skills, Knowledge and Abilities

SKILLS are required to perform multiple, highly complex, technical tasks with a need to occasionally upgrade skills in order to meet changing job conditions. Specific skill based competencies required to satisfactorily perform the functions of the job include: applying assessment instruments; operating equipment used in occupational therapy strategies; operating standard office equipment including pertinent computer software; and preparing and maintaining accurate records.

KNOWLEDGE is required to perform algebra and/or geometry; review and interpret highly technical information, write technical materials, and/or speak persuasively to implement desired actions; and analyze situations to define issues and draw conclusions. Specific knowledge based competencies required to satisfactorily perform the functions of the job include: age appropriate activities; concepts of grammar and punctuation; health standards and hazards; safety practices and procedures; stages of child development; abnormal development and medical diagnoses related to special Education funding categories; current OT treatment interventions; and pertinent codes, policies, regulations and/or laws.

ABILITY is required to schedule activities, meetings, and/or events; gather, collate, and/or classify data; and use basic, job-related equipment. Flexibility is required to independently work with others in a wide variety of circumstances; work with data utilizing defined but different processes; and operate equipment using standardized methods. Ability is also required to work with a significant diversity of individuals and/or groups; work with data of widely varied types and/or purposes; and utilize a variety of job-related equipment. Independent problem solving is required to analyze issues and create action plans. Problem solving with data may require independent interpretation; and problem solving with equipment is significant. Specific ability based competencies required to satisfactorily perform the functions of the job include: adapting to changing work priorities; communicating with diverse groups; maintaining confidentiality; meeting deadlines and schedules; working as part of a team; working with detailed information/data; maintaining effective working relationships; and translating therapy data into meaningful educational activities.

Responsibility

Responsibilities include: working under limited supervision using standardized practices and/or methods; leading, guiding, and/or coordinating others; operating within a defined budget. Utilization of some resources from other work units is often required to perform the job's functions. There is a continual opportunity to impact the organization's services.

Work Environment

The usual and customary methods of performing the job's functions require the following physical demands: significant lifting, carrying, pushing, and/or pulling, some climbing and balancing, frequent stooping, kneeling, crouching, and/or crawling and significant fine finger dexterity. Generally the job requires 50% sitting, 25% walking, and 25% standing. The job is performed under conditions with exposure to risk of injury and/or illness.

Experience: Job related experience within a specialized field is required.

Education: Bachelors degree in job-related area.

Equivalency:

Required Testing:

Certificates and Licenses

ND State Board of Occupational Therapy Practice (NDSBOTP)
National Board for Certification in Occupational Therapy (NBCOT)

Continuing Educ. / Training:

Maintains Certificates and/or Licenses

Clearances

Criminal Justice Fingerprint/Background Clearance

FLSA Status

Exempt

Approval Date

Salary Grade

PJ