



ESSENTIAL FUNCTIONS

Educational institutions are prohibited by law under Title II of the ADA to discriminate against any “qualified individual with a disability”. Boston University and the Department of Occupational Therapy & Rehabilitation Counseling take very seriously their obligations to comply with section 504 of the Rehabilitation Act of 1973 and the Amendments of 1992 and the Americans with Disabilities Act of 1990.

While balancing legal considerations and requirements of the Occupational Therapy profession, this document provides the essential functions for the Occupational Therapy entry-level academic programs. Essential functions are the physical, cognitive, interpersonal, and communication skills necessary to successfully complete the academic and clinical components of the OT program at Boston University. Potential students should review these guidelines. Students with disabilities may request accommodations that will be reviewed on an individual basis. All accommodations are processed through the Office of Disability Services (for more information, please their website at <http://www.bu.edu/disability/>).

Essential Functions for academic and clinical portions of the Occupational Therapy Program

Listed below are skills necessary for full participation in the academic and clinical portions of the Occupational Therapy Program at Boston University Sargent College. These skills must be demonstrated on a consistent basis. Reasonable accommodations that do not disrupt the academic integrity of the program or the clinical authenticity of the fieldwork sites may be requested.

Cognitive / Judgment	Communication	Interpersonal / Attitudinal	Physical / Sensory Motor
1. Comprehend appropriate professional literature as evidenced by analysis and synthesis of professional literature in written assignments and classroom presentations.	1. Computer literacy at a level sufficient for performing word processing and learning documentation, internet searching, and other computer programs.	1. Ability to work within clinical environments that involve exposure to persons with physical and mental disabilities. Must also be able to appropriately deal with situations involving pain, grief, death, stress, communicable diseases, blood and body fluids, and toxic substances.	1. Manual dexterity and motor planning sufficient to manipulate evaluation and intervention equipment including but not limited to computers and various operating switches, assessment and intervention equipment, and materials as appropriate to activities including ADLs, IADLs, education, work, play, leisure, and socialization.

2. Problem solving ability sufficient to organize and complete multiple tasks (such as projects and assignments) from multiple courses, accurately and within assigned time frames.	2. Comprehend and use the English language in an understandable manner both verbally and in writing, including grammar and organization in an efficient time frame specific to the task.	2. Willingness to work with a diverse client population including persons of various ages, disabilities, sexual preferences, ethnic, racial, religious, and socioeconomic backgrounds.	2. Hearing and visual acuity sufficient to respond independently to an emergency situation signaled by a change in an individual's appearance, pulse, blood pressure, an individual's verbal, non-verbal, or physical communication of distress, and/or environmental event.
3. Adherence to clinically appropriate judgment and safety precautions during lecture, laboratory sessions, clinical experience and with clients, family members, and other stakeholders.	3. Ability to communicate sensitively, effectively, efficiently, and appropriately with peers, faculty, supervisors, other professionals, clients, and their significant others on a one-to-one basis, in a small group, large classroom setting, and large group.	3. Ability and willingness to modify behavior/performance in the classroom or the fieldwork setting after feedback from the instructor or fieldwork supervisor.	3. Ability to lift 15 lbs independently and to place objects of this weight at various levels including floor and overhead.
4. Ability to handle the stresses of an intensive academic and clinical program by demonstrating effective and adequate coping and time management skills.	4. Ability to initiate and spontaneously participate in classroom and fieldwork settings.	4. Respect the confidentiality of client/patient information.	4. Ability to perform 50% of a physical transfer of a patient/client up to 200 lbs with assistance or with assistive devices; i.e., from a wheelchair to toilet or tub while maintaining good body mechanics.
5. Ability to generalize and apply academic knowledge to clinical situations.			5. Capacity to attend and actively participate in all lecture and laboratory classes including real time tests and fieldwork situations.
6. Ability to attend to a task until completion.			

(8/1/2000)