



**College of Applied Health Sciences  
Department of Occupational Therapy**

**Technical Standards**

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**Introduction:**

The mission of the University of Illinois Chicago (UIC) is to provide the broadest access to the highest level of intellectual excellence, to create knowledge that transforms our views of the world, and through sharing and application, transforms the world. UIC is focused on eliminating disparities in health, education, and economic opportunity. Community engagement is a centerpiece of UIC's urban mission. Furthermore, UIC is committed to increasing access to education, employment, programs and services for all and maintaining a barrier-free environment for individuals with disabilities. UIC collaborates with students to develop innovative ways to ensure accessibility throughout the educational experience.

The Department of Occupational Therapy provides the following technical standards to inform incoming and enrolled students of the performance abilities and characteristics that are necessary to successfully complete the requirements of the curriculum and provide effective and safe health care. Students who enroll should have the ability to meet technical standards, with reasonable accommodations as needed, and maintain related satisfactory demonstration of these standards for progression through the program. If you have questions about the standards as outlined below, please contact Maria Larson, mlarso1@uic.edu. Should you need reasonable accommodation to meet these requirements, contact the Disability Resource Center (DRC) at the contact information below.

**1) Observation:**

The student must be able to actively observe demonstrations in the classroom, in laboratory settings, or while present at clinical affiliation settings. The student must be able to acquire information through observation of individuals and the environment, to include facial expression, non-verbal communication, changes in mood, quality of movement, from written documents, images or videos, and computer systems (e.g., literature searches & data retrieval), and performance of required tasks. Students must be able to use and interpret information from assessment techniques/maneuvers and use and interpret information related to physiological phenomena generated from diagnostic tools.

**2) Communication:**

The student must be able to elicit information through interviewing patients, and be able to describe movement, posture, mood, performance, and behavior. The student must be able to communicate effectively and sensitively with therapy recipients and their family members and/or care providers on an individual and/or group basis. The student must be able to communicate effectively and efficiently with all members of the health care or educational team using alternative communication formats if needed. Student will be able to accurately elicit information including a medical history and other information to adequately and effectively evaluate a population's, client's or patient's condition.

**3) Motor:**

The student must possess psychomotor skills necessary to provide or assist in holistic occupational therapy care and perform or assist with procedures and treatments. This includes the ability to elicit information from therapy recipients by palpation (feeling bony prominences, joint articulations, muscles, and tendons), movement of limbs, manipulation of testing equipment, and other assessment procedures. The student must be able to provide direct occupational therapy treatment and emergency treatment to any identified individuals in a safe manner, including the use of universal precautions. Examples of direct occupational therapy treatment include assisting patients in activities of daily living (bathing, dressing, toileting, etc.), supporting safe patient mobility and ability to assist in completing transfers, facilitating group activities, fabricating splints and/or handling tools and materials associated with a variety of activities. Examples of emergency treatment reasonably required of occupational therapists are cardiopulmonary resuscitation and application of pressure to stop bleeding. A student must be able to ensure the safety of self and others in emergency situations such as a fire.

**4) Intellectual-Conceptual, Integrative, and Quantitative Abilities:**

These intellectual abilities are required for problem solving and clinical reasoning, a critical skill of occupational therapists to judge the most appropriate theory, assessment, or treatment strategy. The student must be able to measure, calculate, reason, analyze, and synthesize data concerning patients, and develop and execute an appropriate occupational therapy treatment plan. Students must exercise proper judgment and complete responsibilities in a timely and accurate manner according to the Occupational Therapy role.

**5) Behavioral and Interpersonal Attributes:**

The student is expected to behave in a professional manner conducive to patient-therapist settings required for full utilization of their intellectual abilities, exercise good judgment, demonstrate empathy for others, promptly complete all responsibilities required for the delivery of occupational therapy services, and the development of mature, sensitive, and effective relationships with therapy recipients, family members and staff. Students must be able to learn to adapt to changing environments, to display flexibility, to take initiative, to be resourceful,

and to learn to function in the face of uncertainties inherent in the clinical problems of many therapy recipients and in complex environments inherent to both medical and non-medical settings. This includes the ability to possess emotional stability to function under stress and adapt to rapidly changing environments inherent to the classroom and practice settings.

**6) Academic Performance:**

The student must obtain information from lectures, labs, writing, and audiovisual materials. The student must take essay and/or multiple-choice tests, complete papers in a timely manner, deliver presentations, and perform required lab practices. Students will participate in assignments and course activities in both individual and group settings.

**Conclusion:**

UIC is committed to full inclusion and participation of people with disabilities in all aspects of university life. [Per the Student Accommodation Policy], students who face or anticipate disability-related barriers related to meeting the above technical standards should connect with the **Disability Resource Center (DRC) at [drc.uic.edu](http://drc.uic.edu), [drc@uic.edu](mailto:drc@uic.edu), or at (312) 413-2183** to create a plan for reasonable accommodations.

The implementation of accommodations is in an interactive and iterative process, meaning that during this process the DRC may seek information from appropriate University personnel regarding essential standards for courses, degree programs, and/or activities; conversely, University personnel may seek information from the DRC regarding how best to facilitate a student's accommodations in their program. All student disability information, including documentation of disability, will be kept confidential by the Disability Resource Center and is not released to others at the university without the student's express permission.

If a student's accommodation request is determined to be unreasonable for a certain course or program, efforts will be made by the DRC and the program to explore an alternative reasonable accommodation where possible. Students may appeal accommodation decisions based on the DRC [Accommodations Complaint Process](#). A non-comprehensive list of commonly approved accommodations is available on the DRC's [Guide to Accommodations](#), though determinations are always made on a case by case basis and may look different in a clinical or applied setting.

