

CENTRAL PIEDMONT COMMUNITY COLLEGE
ESSENTIAL FUNCTIONS FOR: OCCUPATIONAL THERAPY ASSISTANT PROGRAM

Students: The following are the requirements that I must be able to perform, with or without reasonable accommodations, in order to enter, remain in and complete the Occupational Therapy Assistant program and become employable.

Category of Essential Function	Definition	Example of Technical standard
Critical Thinking/ Problem Solving	Ability to measure, calculate, reason, analyze, integrate and synthesize information sufficient for clinical judgment	• Apply information, evaluate the meaning of data and engage in critical thinking in the classroom and clinical setting • Identify cause-effect relationships in clinical situations including treatment effectiveness • Concentrate to correctly perform clinical tasks within the scope of practice and transfer knowledge from one setting to another • Respond appropriately to constructive feedback • Manage time effectively. • Prioritize actions safely and efficiently • Demonstrate ability to solve math problems with determination of time, weight, measure, volume and other basic mathematical calculations (ratios, averages, fractions, etc.)
Communication	Ability to effectively communicate using English verbal and non-verbal formats with faculty, clients, families, fellow students and all members of the multi-disciplinary team to monitor and assess client and equipment function	• Demonstrate the ability to actively listen, clarify, respond to verbal and non-verbal behavior, respecting the personal space of others • Use professional, appropriate grammar and cultural sensitivity in written and oral communication • Utilize computers correctly, effectively, and professionally to acquire information and to communicate with others • Teach client and family to perform functional tasks and home programs
Interpersonal	Appropriate interpersonal interaction sufficient to work collaboratively with healthcare team, clients and families	• Establish and recognize interpersonal boundaries. • Interact appropriately with all individuals, families, and groups from a variety of social, emotional, cultural and intellectual backgrounds. • Show respect for individuals of different ages, ethnic backgrounds, religion and/or sexual orientation. • Employ basic conflict management skills, demonstrate professional demeanor and behavior, and perform all aspects of work in an ethical manner in relation to peers, faculty, staff and patients
Behavioral Skills	Present self in a professional manner in clinical and academic settings, demonstrating integrity, accountability and reliability.	• Demonstrate caring for others, initiative, flexibility, enthusiasm, honesty, cooperation • Recognize personal limitations and request assistance as appropriate • Perform duties efficiently, willingly, and thoroughly • Demonstrate the ability to conform to appropriate standards of dress, appearance, language and public behavior • Advocate, uphold and defend a client's right to privacy and the doctrine of confidentiality

Emotional Stability/Coping Skills	Function effectively and adapt to circumstances including highly stressful or rapidly changing situations.	• Demonstrate ability to manage heavy schedules and deadlines, multiple priorities, and perform in fast-paced situations • Demonstrate ability to adapt to changing environment and stress • Deal with the unexpected; focus attention on the task at hand • Handle strong emotions calmly and professionally • Establish therapeutic boundaries
Physical Abilities	Sufficient physical endurance to participate fully in the clinical and academic settings at an appropriate level.	• Perform client care that demonstrates the ability to lift, push, pull and manipulate 35 pounds • Move heavy objects weighing 35 lbs independently and higher weight with assistance • Tolerate extended periods of sitting, standing, lifting and walking briskly • Perform such tasks as 1-person and 2-person transfers • Lift and carry equipment • Apply manual resistance during assessment or treatment of a client • Stabilize/catch a client with balance issues
Motor Skills (fine & gross)	Sufficient motor function to perform duties requiring the use of gross and fine motor manipulation of arms, hands, and fingers.	• Maneuver equipment and clients to safely perform duties within scope of practice • Grasp small objects; pick up objects with hands • Demonstrate ability to administer cardiopulmonary resuscitation procedures • Demonstrate ability to seize, grasp, grip, hold, turn or otherwise work with hands and fingers • Manipulate with fingers to work with equipment controls, orthotic materials, assistive technology, and devices used for activities of daily living (ADLs) and instrumental activities of daily living (IADLs)
Sensory Abilities	Sufficient auditory, visual and tactile ability to monitor and assess health needs	• Visual – (corrected as necessary) Recognize and interpret facial expressions and body language; identify normal and abnormal patterns of movement; discriminate color changes and interpret and assess the environment up to 20 feet; observe and measure wound depth, color, and appearance; monitor ultrasound wattage scales; read and understand written documents • Auditory – (corrected as necessary) Recognize and respond to soft voices or voices under protective garb, equipment/emergency alarms including safety/warning signals on modalities and appliances • Tactile – Palpate a pulse and detect changes or abnormalities of surface texture, skin temperature, body segment contour, muscle tone and joint movement; perform palpation, functions of physical assessment and those related to therapeutic interventions (e.g. massage, manual resistance); safely manage tools and technology used for ADLs and IADLs

Student Name (Print): _____ Date: _____

Student Signature _____ Date: _____