

Sinclair Community College
Occupational Therapy Assistant (OTA) Program
Essential Functions for OTA Students

In order to assure safe and successful advancement through the OTA program, the following physical, sensory, communication, cognitive/behavioral and social/behavioral functions are considered minimum requirements for all students and graduates. The Essential Functions are listed with a projected frequency that a graduate of the OTA program would expect to encounter while practicing as an OTA. However, this may differ slightly depending upon the work setting. Each student is assessed throughout the curriculum to determine his/her ability to effectively and safely perform these functions in both the educational and clinical settings. Each student needs to demonstrate competency in all of these Essential Functions in order to complete the OTA Program. Performance expectations are outlined in each required OTA course and must be passed to remain in the program. Terms are 16 weeks in length, and classes involving clinical functions begin the first term in the program.

Each OTA student must demonstrate the ability to complete clinical instruction in a variety of practice settings, in order to successfully complete the OTA curriculum, including, but not limited to: inpatient rehab, acute care facilities; skilled nursing facilities; adult and pediatric rehab units; outpatient centers for adults and pediatric clients; home health agencies; school-based therapy; hand clinics; and mental health facilities.

Any physical impairment causing a change in student's ability to perform the essential Functions (either temporary or chronic) must be brought to the attention of the OTA Program Director or to the Academic Fieldwork Coordinator. In the event that accommodations are needed the student will be referred to the Office of Disability Services. The Office of Disability Services will require physician documentation regarding the disability. Sinclair Community College will review the information provided by the physician and make a preliminary determination as to whether you are capable of performing the essential functions and requirements of the OTA. Functions with or without reasonable accommodations or reasonable modifications. The ultimate decision of whether a proposed accommodation/modification can be implemented resides with the OTA Program Director based on the Essential Skills for OTA Students.

Please refer to the Office of Disability Services for further information and clarification (room 10-424).

Student: Physician must complete and sign the Student Health Certificate after reviewing the OTA Program Essential Functions.

Performance Frequency: O = occasionally 50-74%; F = frequently 75-89%; C = constantly 90-100%

	Physical Skills	Performance Frequency:
LIFTING:	<ul style="list-style-type: none"> • Safely fully/partially bear weight of people weighing up to 300# during transfers from a variety of surfaces • Positioning of people weighing up to 300# • Assisting with functional mobility with a person up to 300# 	F
LIFTING:	<ul style="list-style-type: none"> • Independently & safely demonstrate the strength to carry/maneuver heavy equipment weighing up to 50# 	F
BENDING/ STOOPING:	<ul style="list-style-type: none"> • Adjust body parts, clothing and/or equipment 	F
KNEELING:	<ul style="list-style-type: none"> • Assist people who may trip, fall, faint • Perform CPR • Work with people on the floor/mat • Developmental activities • ADLs/IADLS/work/Play/Leisure/Social Participation activities 	F
CROUCHING:	<ul style="list-style-type: none"> • Manage wheelchair and other equipment • Place/store equipment & materials • Assist with lower body ADLs • Assist person with seated activities 	F
CRAWLING:	<ul style="list-style-type: none"> • Work with children on developmental activities • Engage in mat/floor activities 	O
REACHING:	<ul style="list-style-type: none"> • Retrieve items • Adjust equipment • Guard people 	F
HANDLING:	<ul style="list-style-type: none"> • Sustain grasp • Manipulate body parts, tools, equipment 	C
DEXTERITY:	<ul style="list-style-type: none"> • Fine motor functions to perform standardized assessments • Fine motor functions to construct, maintain and/or repair orthotic devices/splints & adaptive equipment • Fine motor functions to document 	C
STANDING:	<ul style="list-style-type: none"> • Stand for extended periods of time up to 6-8 hours/day 	C
WALKING:	<ul style="list-style-type: none"> • Safely & timely walk within facility for up to 6-8 hours/day • Safely & timely walk over various surfaces (even, uneven, variety of terrains) inside/outside 	C
PUSHING/ PULLING	<ul style="list-style-type: none"> • Wheelchairs with people up to 300# without assistance • Scooters • Hoyer lifts with people up to 300# with or without assistance • Other equipment (i.e. IV poles, O2 tanks) 	F
BALANCING:	<ul style="list-style-type: none"> • Assist people with functional activities sustaining Good balance (w/o losing balance) on even & uneven surfaces • Ascend/descend 1 flight of stairs 	C
ENDURANCE	<ul style="list-style-type: none"> • Tolerate full-time work (32-40 hours/week) 	C
BODY MECHANICS:	<ul style="list-style-type: none"> • Utilize proper body mechanics performing all physical functions • Ability to perform complex motor functions necessary to provide therapeutic intervention (exercise, functional mobility, transfers, ADLs/IADLs and emergency treatment to patients). 	C

	Sensory Functions	Performance Frequency:
TACTILE:	<ul style="list-style-type: none"> • Feel to palpate contractions • Feel to palpate pulses • Feel bony landmarks • Feel to identify joints • Exert adequate pressure • Feel varying skin textures • Differentiate between hot/cold • Differentiate between sharp/dull 	C
AUDITORY:	<ul style="list-style-type: none"> • Hear verbal instructions • Hear distress sounds & calls for assistance up to 10 feet away • Hear environment safety alarms • Hear for communication from other team members 	C
VISUAL:	<ul style="list-style-type: none"> • See in detail client's movements, facial expressions & performance • See & attend to behaviors & needs of up to 5 individuals in a group setting • See in detail to detect changes in skin integrity, sweating, skin color, swelling, muscle atrophy • See to detect non-verbal communication • See to detect environmental hazards • Read documents • Read equipment dials • Read manuals/forms • Read research material 	C
	Communication Functions	Performance Frequency
SPEAKING:	<ul style="list-style-type: none"> • Speak clearly & concisely using proper English in person & via telephone with other team members • Establish rapport with other team members • Motivate and engage others in treatment 	C
RESPONDING:	<ul style="list-style-type: none"> • Respond to & communicate with others with communication disorders (i.e. aphasia, hearing loss) • Respond to & communicate with others from a different background/culture • Accurately report findings/results/plans to other team members 1:1 and in team meetings using proper English 	F
COMPREHENDING:	<ul style="list-style-type: none"> • English oral language • English written language 	C
WRITING:	<ul style="list-style-type: none"> • Clear, legible handwriting • Computerized documentation • Write in proper English 	C

Cognitive/Behavioral and Social/Behavioral Functions		Performance Frequency
<ul style="list-style-type: none"> • Use critical thinking, problem-solving, and sound clinical reasoning in the delivery of occupational therapy services including, but not limited to the following: <ul style="list-style-type: none"> ○ Planning and implementing appropriate client-centered interventions. ○ Making appropriate modifications to therapeutic interventions based on the client's physiological and psychological responses. ○ Identifying the need for consultation and determining the appropriate resource (i.e. occupational therapist or other health care providers/team members). 		C
<ul style="list-style-type: none"> • Effectively cope with stress in order to function safely and calmly under demanding educational and changing clinical environments. 		C
<ul style="list-style-type: none"> • Be aware of surroundings and alert to potential emergencies; respond appropriately to client situations including pain, changes in physical and/or mental status, and risk for falls. 		C
<ul style="list-style-type: none"> • Manage time effectively; prioritize multiple tasks; maintain composure in situations that require multitasking. 		C
<ul style="list-style-type: none"> • Maintain concentration and focus to attend to demanding and continuous tasks throughout the entire class/lab and/or clinical hours 		C
<ul style="list-style-type: none"> • Demonstrate interpersonal functions required to build rapport and effectively interact with clients, families, caregivers, supervisors, coworkers, and members of the community; exhibit cultural awareness and sensitivity to members of the same or different cultures; treat others with respect, compassion, politeness, and discretion; exhibit social functions necessary for effective collaboration and teamwork. 		C
<ul style="list-style-type: none"> • Demonstrate attitudes/actions consistent with the core values and ethical standards of the occupational therapy profession. 		C
<ul style="list-style-type: none"> • Demonstrate accountability, responsibility, and maturity in the classroom and the clinical environment when giving/receiving constructive feedback. 		C
<ul style="list-style-type: none"> • Demonstrate accountability, responsibility, and maturity in the classroom and the clinical environment when engaging in conflict management and problem resolution. 		C
<ul style="list-style-type: none"> • Abide by established policies and procedures of educational and clinical environments 		C

Student Acknowledgment of OTA Essential Functions and Skills

I have read the OTA Essential Functions and understand that the listed physical, sensory, communication, cognitive/behavioral and social/behavioral functions are considered minimum requirements for all students.

Student Name

Date