**Essential Skills of the Occupational Therapy Assistant Student:**

The following describes core skills and activities essential to the practice of occupational therapy. Some examples are listed for the standard but are not limited to those listed. These skills have been identified as core skills and activities the student occupational therapy assistants in the Grossmont College OTA Program are required to perform, with or without reasonable and appropriate accommodations. Students must submit the Essential Skills verification form (included in the “new student requirements packet”) after acceptance into the OTA Program and prior to the orientation day.

In the event that a student currently in the OTA Program becomes unable to perform core skills/activities and needs accommodations, the same process for completing the essential functions form must be followed with the deadline to submit paperwork to the OTA Program and meet with the OTA Program Director being one week from receiving accommodations from ARC to determine if the student has any questions.

|  |  |
| --- | --- |
| **Functional Ability** | **Core Performance Standard** |
| Gross Motor Skills | * Move within confined space
* Sit and maintain balance
* Stand and maintain balance
* Reach above shoulders (ROM/strengthening exercise programs)
* Reach below waist (ADL/IADL activity instruction)
 |
| Fine Motor Skills | * Pick up objects with both hands
* Grasp small objects with both hands
* Write with pen or pencil
* Key/type (use a computer)
* Pinch/pick or otherwise work with fingers (interventions in fine motor activities and ADLs/IADLs) of both hands
* Twist (turn knobs) with both hands
* Squeeze with fingers with both hands (w/c modification, ADLs/IADLs instruction)
 |
| Physical Endurance | * Stand (at client’s side during treatment)
* Sustain repetitive movement (CPR)
* Maintain physical tolerance (work entire shift)
 |
| Physical Strength | * Push and pull over 50 pounds (transfer clients)
* Support over 50 pounds of weight (transfer/ambulate client)
* Lift over 50 pounds (transfer client)
* Move light objects up to 10 pounds
* Move heavy objects weighing from 10 to 50 pounds
* Defend self against combative client
* Carry equipment/supplies
* Use upper body strength (CPR, restrain a client)
* Squeeze with both hands (fire extinguisher)
 |
| Mobility | * Twist
* Bend
* Stoop/squat
* Move quickly
* Climb (ladder, stools, stairs)
* Walk
 |
| Visual | * See objects up to 20 inches away
* See objects more than 20 feet away
* Use depth perception
* Use peripheral vision
* Distinguish color
* Distinguish color intensity
 |
| Tactile | * Feel vibrations (pulses)
* Detect temperature
* Feel differences in surface characteristics (skin turgor)
* Feel differences in sizes, shapes (palpate vein)
* Detect environmental temperature
 |
| Verbal | * Ability to communicate in a clear and concise manner during daily duties and emergency situations. (Daily duties include patient and family education training, instructions to nursing staff regarding patient level of function, presenting case information at interdisciplinary meeting or family meeting. Emergency situation includes conveying important patient information to response team.)
 |
| Auditory | * Hear normal speaking level sound
* Hear faint voices
* Hear faint body sounds (BP)
* Hear in situations not able to see lips (when using masks)
* Hear sound alarms
* Hear and understand verbal instructions/cues and respond timely (physician or other health care professional instructions)
 |
| Emotional Stability | * Establish therapeutic boundaries
* Provide client with emotional support
* Adapt to changing environment/stress
* Deal with unexpected (crisis)
* Focus attention on task (tx sessions and document with distractions)
* Monitor own emotions
* Perform multiple responsibilities concurrently (always see everything going on yet concentrate on multiple tasks at hand during treatments and documentation)
* Handle strong emotions (grief)
 |
| Analytical Thinking Skills | * Transfer knowledge from one situation to another
* Process information
* Evaluate outcomes
* Problem solve
* Prioritize tasks
* Use long term memory
* Use short term memory
 |
| Critical Thinking Skills | * Identify cause and effect relationships
* Plan/control activities for others
* Synthesize knowledge and skills
* Sequence information
 |
| Interpersonal Skills | * Negotiate interpersonal conflict
* Respect differences in clients
* Establish rapport with clients
* Establish rapport with co-workers
 |
| Communication Skills | * The ability to communicate clearly both verbally and in writing.
 |

**Failure to submit this form and accompanying materials by the stated deadlines will result in withdrawal of acceptance into the Grossmont College Occupational Therapy Assistant Program.**

1. I, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ acknowledge that I am able to perform the above core skills and activities without accommodations. This form must be submitted with the letter of intent to enroll in the Grossmont College Occupational Therapy Assistant Program.

Signature:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

OR

1. I, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ will be submitting a plan for disability accommodations. The following steps are required to be completed, and this form must be submitted before attending the occupational therapy assistant program orientation session.
	1. Submit documentation to the Office for Accessibility Resource Center (ARC):
		1. Medical and other factors related to the disability; and
		2. Specifications of the reasonable and appropriate accommodations needed.
	2. Develop a disability accommodation plan in conjunction with ARC.
	3. Schedule an appointment to review this plan with the Occupational Therapy Assistant Program director to discuss the nature of the necessary accommodations.

Signature:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

In the event that a student currently in the Occupational Therapy Assistant program becomes unable to perform core skills and activities, the same process outlined above in #2 must be followed.