

OZARKS TECHNICAL COMMUNITY COLLEGE

OTA 2.3

Essential Functions

A. Purpose

To maintain compliance with Standard A.3.2 set forth by the Accreditation Council for Occupational Therapy Education (ACOTE)

B. OTC Policy Connection

OTC is accredited by the Higher Learning Commission

C. OTA Program Procedure

OTA students should be aware that these essential functions may or may not be consistent with the critical competencies/essential functions of fieldwork sites or potential employers. The ability to achieve program essential functions with or without accommodation does not imply or guarantee employability in any setting. Fieldwork sites and employers have the right to determine critical competencies/essential functions necessary within their environment. Neither OTC nor OTA faculty determine or are responsible for site or employer-specific competencies.

In order to participate in the Occupational Therapy Assistant Program, students must be able to demonstrate or have the ability to become proficient in the following essential functions with or without reasonable accommodation:

Academic Skills

- Meet the minimum GPA and prerequisite coursework requirements.
- Earn a grade of “C” or better in all OTA courses and required prerequisites.
- Maintain a 2.5 GPA throughout the OTA Program.
- Follow directions and submit the completed application for admission and supporting documentation.
- Adhere to the policies and procedures of the college, the program, and any facility or organization they may attend as part of the educational experience.
- Participate in the rigorous coursework and fieldwork as scheduled.
- Learn and abide by the Occupational Therapy Code of Ethics.
- Abide by and respect issues related to confidentiality per HIPAA and FERPA guidelines.
- Demonstrate professional behaviors of attendance and punctuality.
- Participate fully in all clinical fieldwork and off campus experiences.

Communication Skills

- Address questions and/or problems to the appropriate person at the appropriate times.
- Convey accurate verbal instruction and demonstration and to clients or colleagues.
- Communicate effectively, concisely and accurately in fluent English with patients, families and other healthcare providers in both verbal and written communication.
- Accurately interpret verbal responses in English, from the patient, clinical personnel and faculty.
- Utilize a translator when necessary for accurate, safe, and effective communication with patients or caregivers.
- Adapt communication to match the needs of the intended audience.
- Interact and establish rapport with individuals, families, and groups from a variety of social, emotional, cultural and intellectual backgrounds, treating all fairly and equally.
- Assume the role of a health care team member effectively.
- Communicate information accurately to a supervisor or client verbally, in a written form, or electronically.
- Understand non-verbal behaviors and the impact the behavior can have on communication.
- Elicit information from patients/clients in a timely manner.
- Complete written work at a professional level in a timely manner.
- Document patient/client assessment/evaluation, intervention plan and progress notation succinctly and in a time frame similar to clinical constraints.
- Achieve basic competency in word processing, PowerPoint, e-mail, and use of the Internet.
- Provide verbal and written explanations and responses using proper grammar, spelling, punctuation, and parts of speech.

Coping Skills

- Perform interventions and assessments in stressful environments or in meeting impending deadlines.
- Complete timed written, oral, and laboratory practical examinations.
- Demonstrate self-control, keeping emotions in check and controlling anger even in difficult situations.
- Listen to constructive criticism and apply it to improve behavior and skills.
- Manage time effectively.
- Demonstrate conduct reflecting in a professional and ethical manner at all times.
- Demonstrate reliability, responsibility, dependability and fulfillment of obligation.

Critical Thinking Skills

- Use sound judgment and apply safety precautions as appropriate.
- Analyze and synthesize data from a variety of sources in a timely manner.
- Create interventions using evidence-based research
- Exhibit a positive, interactive response to feedback.
- Assess patient's response to treatment.
- Respond in a timely manner to a timer, alarm or an emergency situation.
- Adhere to infection control procedures.
- Demonstrate problem-solving skills in patient care. (Measure, calculate, reason, prioritize and synthesize data.)
- Use sound judgment and safety precautions.
- Organize and prioritize job tasks and carry out tasks with appropriate time management.
- Follow policies and procedures required by clinical and academic settings.
- Perform activity analysis to fit treatment plan to patient needs and capabilities.
- Identify cause-effect relationships in lab, lecture and clinical settings.

Hearing Sensation

- Monitor and interact with patients, other professionals and families in a sufficient manner.
- React appropriately to auditory stimuli such as alarms, emergency signals, timers, and cries for help.
- Respond appropriately to verbal instructions, audio, video, electronic media in the classroom, lab or clinic.
- Accurately discern blood pressure sounds through a stethoscope.
- Accurately perceive and interpret sound through a telephone.

Interpersonal Skills

- Establish rapport with clients, instructors, and colleagues.
- Use responsive, empathetic, active listening skills.
- Actively participate and contribute to group projects.
- Demonstrate cooperation, sensitivity and respect for others including peers, faculty, supervisors, other professionals and staff, clients, their caregivers and significant others.
- Demonstrate respect for diversity in social, emotional, cultural, and intellectual backgrounds of clients, caregivers and colleagues.

Mobility Skills

- Move physically from room to room independently.
- Maneuver in small places around patient/equipment.
- Administer CPR.
- Ambulate up and down stairs/ramps independently.
- Travel to academic and clinical education sites locally and nationally as assigned.
- Tolerate an average clinical day. In the average clinical day, students sit 1-2 hours, stand 6-7 hours and travel 1-3 hours.
- Position oneself in front of a screen for typing, viewing, reading, and using the computer.
- Maintain stamina that allows for standing, sitting, walking, bending for long periods of time.

Motor Skills

- Perform an assessment/evaluation and intervention through the execution of necessary motor movements.
- Adjust, apply, and clean therapeutic equipment.
- Transfer patients who may require physical assistance. This includes transfers to the bathtub/shower, toilet, bed, and therapy mat.
- Demonstrate sufficient strength and balance to transfer, move, assist patients/clients in their daily occupations without injury to patient/client or self.
- Demonstrate coordination of gross and fine motor upper extremity movement patterns and strength to perform therapeutic activities, daily life occupations, and exercises with clients.
- Perform a technique with proper positioning, hand placement, direction of force, and amount of force.
- Provide interventions and assessments using fine motor skills in both hands that allow for dexterity necessary to provide treatment safely and effectively.
- Manipulate equipment needed for safe administration of interventions and assessments.
- Demonstrate strength sufficient to assist in ambulating (wc or pedal), transferring, and positioning a patient safely.

Numerical Skills

- Perform addition, subtraction, multiplication and division.
- Convert between decimals, fractions and percentages.
- Understand and interpret meaning of numeric values and changes in vital signs.

Olfactory Sensation

- Distinguish odors which contribute to a patient's health status or environmental safety.
- Possess tolerance to smells that may be considered malodorous.

Professionalism

- Follow the policies and procedures outlined in the OTA Student Handbook and the OTC Student Handbook that include but are not limited to:
 - a. Maintain academic honesty at all times.
 - b. Exhibit dependability by arriving in class on time, attending all assigned classes, and following through with commitments and responsibilities.
 - c. Display professionalism through appropriate presentation of oneself, follow the program dress code, and display a positive attitude.
 - d. Obey college, local, state and federal laws, policies and procedures, and rules and regulations.
 - e. Maintain patient confidentiality in accordance with site policies and applicable laws.
 - Tolerate stressful clinical conditions and change in working hours
 - Maintains poise and self-control in stressful situations
 - Demonstrate personal integrity, civility, and mutual respect.

Tactile Ability

- Perform a physical assessment through on-hands application that may include palpation of anatomical structures, noting surface characteristics, assessment of tone, temperature, depth, etc.
- Perform palpation, range of motion, percussion and other physical manipulation while determining appropriate force, pressure and discerning texture, temperature, weight, and proprioception when providing interventions.

Visual Ability

- Observe and interpret patient/client movement or occupational performance.
- Observe a patient/client at a distance greater than twenty (20) feet and close-up noting verbal and nonverbal signals.
- Visually monitor and assess physical, emotional, and psychological responses, equipment settings, dials and instructions.
- Monitor vital signs, changes in patient status, skin changes, and electronic monitoring devices.
- Determine and comprehend dimensional and spatial relationships of structures, e.g. differentiating right and left, up and down, etc.
- View and interact with video, graphics, and written word electronically or on paper.
- Read patient ID bracelet accurately
- Read pertinent patient care, intervention, or assessment materials accurately for safe patient care and professional practice.

Reviewed 8/21/23

Set for next review 3/15/24 with Disability Support Services