



Skill Sets Expected of Students in the Occupational Therapy Assistant Program

JCC provides the following list of expected skills to inform prospective students of the performance abilities required to complete lab and fieldwork in the Occupational Therapy Assistant (OTA) program. Students admitted to the OTA program are expected to be able to perform/complete curriculum requirements which include these cognitive, physical/motor, sensory, technological and behavioral core competencies, with or without reasonable accommodation. Fieldwork settings vary, but students could encounter the need for any or all of these skills in a given placement.

Students who are unsure if they can meet these criteria because of disability, or know they will need help in meeting them, must contact JCC's accessibility services office to discuss the use of reasonable accommodations and/or auxiliary aids (contact info below). The college will provide reasonable accommodations but is not required to substantially alter the requirements or nature of the program. Students will need to contact **Don Pool, Coordinator of Accessibility Services** to seek out reasonable accommodations.

Cognitive

1. Measure, calculate, reason, analyze, and synthesize data;
2. Problem-solve and think critically in order to apply knowledge and skill;
3. Communicate with individuals from a variety of social, emotional, cultural, and intellectual backgrounds, in the manner that is most accessible to them;
4. Exchange information in oral, written, and electronic form effectively, accurately, reliably, and intelligibly.

Learning activities found in the OTA curriculum:

- Process information thoroughly and quickly to prioritize and implement occupational therapy intervention.
- Report client data verbally and in writing to members of the treatment team.

Physical/Motor

1. Transfer, support and maneuver clients and objects;
2. Bend, stoop, kneel, crouch, crawl, reach and manipulate;
3. Move efficiently enough to meet the needs of clients in a timely fashion;
4. Maintain balance from any position;
5. Maneuver in small areas;
6. Attend to cognitive and psychomotor tasks for extended periods of time.

Learning activities found in the OTA curriculum:

- Fully/partially support weight of client during transfers to and from various surfaces (bed, chair, wheelchair, mat, toilet, tub, car, etc.) and when assisting client in functional tasks/activities.
- Support, turn and position clients.
- Control a fall by slowly lowering client to the floor.
- Engage in mat activities with clients.
- Manipulate, maneuver, and adjust equipment and devices (e.g. wheelchairs, hospital beds, swings, ball, splint pans, tub seats, portable commodes).

Sensory

1. Perceive, interpret and use information via observation, listening, touching, and smelling.

Learning activities found in the OTA curriculum:

- Observe and attend to behaviors and needs, including non-verbal communication, of clients;
- Detect changes in skin color or condition (pale, ashen, grey, sweat, swelling, inflammation, atrophy, etc.);
- Observe and collect data from recording equipment and measurement devices used in client care;
- Detect alarms generated by mechanical systems such as those that monitor vital signs, fire alarms, etc.

Technological

1. Demonstrate basic computer skills such as accessing information, creating documents and presentations, and submitting assignments electronically;
2. Utilize electronic systems to complete work including but not limited to google drive and email;
3. Communicate and collaborate virtually.

Learning activities found in the OTA curriculum:

- Research evidence based practice utilizing databases.
- Document in an electronic format.
- Understand and participate in teletherapy and tele-collaboration.
- Participate in some learning experiences through ZOOM.
- Access and complete some coursework through a course management system (Brightspace).

Behavioral

1. Exhibit emotional stability and composure to function safely under stress and adapt to changing environments;
2. Exhibit social skills necessary to interact effectively with clients, families, supervisors, co-workers and community members of the same or different cultures with respect, compassion, tact, collaboration, teamwork, responsibility, and discretion;
3. Display attitudes and actions consistent with the core values and ethical standards of the occupational therapy profession;
4. Maintain personal hygiene and appearance (including skin and piercing practices) consistent with close personal contact in client care;
5. Establish therapeutic relationships and communicate in a supportive manner.

Criminal Background Check, Drug Testing, Fingerprinting, and Health Clearances

Requests by health care agencies for criminal background checks, drug testing, fingerprinting, and/or health clearances for OTA students are becoming more common. OTA students may be required, at their own expense, to complete these requirements before beginning a field placement. Inability to obtain satisfactory clearance(s) can jeopardize a student's ability to attend his or her fieldwork at specific agencies and meet program outcomes.

Declaration

I have read and understand the **Skill Sets Expected of Students in the Occupational Therapy Assistant Program** that are necessary for completion of lecture, lab and fieldwork portions of the OTA program. To the best of my knowledge, I have the ability to meet these expectations of performance, with or without accommodation. **I understand that if I need disability-related accommodations, it is my responsibility to request them through the accessibility services office.**

By completing and submitting the Google Attestation Form found in the Skill Sets section of the acceptance letter, I attest that I have read this document and agree with its contents. I hereby consent to the statement above.

To request accommodations here at Jamestown Community College

Contact Don Pool - Coordinator of Accessibility Services

716.338.1251