

# Cayuga Community College

## Functional Skills of OTA Students Release Form

Functional Skills include non-academic criteria essential to successfully complete the required OTA coursework. It is necessary that OTA students possess and maintain the following functional requirements, with or without reasonable accommodations. In accordance with law and Cayuga Community College policy, no qualified individual with a disability shall, on the basis of that disability, be excluded from participation in the program. Cayuga Community College will provide reasonable accommodations to a qualified individual with a disability on an individual basis taking into consideration the essential skills which must be performed to meet learning outcomes. It is the responsibility of the student to request the accommodations that are needed to perform the behaviors listed below. Contact the Office of Accessibility Resources and the OTA Program Director if you think you may need an accommodation for a disability.

**This form needs to be signed by your health care provider annually.**

Skill	Examples Found in OTA Curriculum or Fieldwork
<b>Cognitive</b> ability sufficient to: measure, calculate, reason, analyze data; problem-solve, think critically; apply knowledge and skill; multi-task and attend to cognitive and psychomotor tasks for extended periods of time; carry out simple or complex written or verbal directions.	<ul style="list-style-type: none"> <li>• Maintain concentration and focus in educational and professional settings.</li> <li>• Observe and collect data from recording equipment and measurement devices used in client care.</li> <li>• Identify client needs based on treatment plan determined by supervising OT.</li> <li>• Interpret medical records and treatment plans to carry out interventions.</li> <li>• Appropriately grade activities based on client performance.</li> </ul>
<b>Communication and interpersonal</b> ability sufficient to: communicate effectively with individuals of varied sociocultural and intellectual backgrounds; accurately and intelligibly exchange information in oral, written and electronic form; establish appropriate relationships with clients, families, and colleagues.	<ul style="list-style-type: none"> <li>• Report client data verbally and in writing to members of the treatment team.</li> <li>• Interact with others to report observations and advocate for the needs of clients.</li> <li>• Interview and gather information from clients, families, colleagues.</li> <li>• Use professional and respectful verbal and nonverbal communication in all therapeutic interactions.</li> </ul>
<b>Emotional stability</b> sufficient to: remain calm in the presence of strong emotions and physical outbursts from clients; accept responsibility for own actions; focus attention on client needs despite interruptions and multiple demands.	<ul style="list-style-type: none"> <li>• Accept constructive feedback from supervisor.</li> <li>• Interact with and support clients during times of stress and emotional upset.</li> <li>• Maintain professional behavior during stressful interactions.</li> <li>• Adapt to changes and display flexibility</li> </ul>
<b>Health care provider must review below &amp; sign:</b>	
<b>Physical/Gross Motor</b> ability sufficient to: transfer, support, and maneuver clients and objects; bend, stoop, kneel, crouch, crawl, reach and manipulate; move efficiently enough to meet the needs of clients in a timely fashion; maintain balance from any position; maneuver in small areas.	<ul style="list-style-type: none"> <li>• Fully/partially support weight of the client during transfers between various surfaces and when assisting client in functional activities.</li> <li>• Support, turn and position clients. Control a fall by slowly lowering client to the floor.</li> <li>• Engage in mat activities with clients.</li> <li>• Reach and grasp in a variety of movement planes.</li> <li>• Use fine and gross motor skills to effectively demonstrate and assist clients to perform intervention tasks.</li> <li>• Attain and maintain CPR certification.</li> </ul>
<b>Fine Motor</b> ability sufficient to: safely and effectively manipulate objects, tools and equipment; perform and demonstrate therapeutic procedures and interventions	<ul style="list-style-type: none"> <li>• Use multiple grasp and pinch patterns, including dexterity for writing and keyboard function, and firm grasp for sustained hand/arm use as in lifting, pushing/pulling, twisting, transferring and carrying.</li> <li>• Demonstrate manual dexterity and coordination necessary for feeding, dressing, application and adjustment of orthotics and prosthetics, fabrication of splints or adaptive equipment.</li> <li>• Manipulate, maneuver, and adjust equipment and devices (e.g. wheelchairs, hospital beds).</li> </ul>
<b>Sensory</b> ability sufficient to: perceive, interpret, and use information via observation, viewing, listening, touching, and smelling.	<ul style="list-style-type: none"> <li>• Observe and attend to behaviors and needs of clients, including nonverbal communication.</li> <li>• Read and interpret written data held at a reasonable distance.</li> <li>• Use depth perception and peripheral vision to allow identification of dangerous objects and client situations within the environment.</li> <li>• Detect temperature ranges of the environment or of a modality to maintain safety.</li> <li>• Detect changes in skin color or body condition (e.g. paleness, inflammation, atrophy).</li> <li>• Identify subtle differences in surface characteristics (e.g. palpate muscle condition)</li> <li>• Detect difference in body and environmental odors.</li> <li>• Detect alarms generated by mechanical systems (e.g. vital signs monitors, fire alarms).</li> </ul>

I have read and understand the functional skills required of an OTA student. I understand that if I require accommodations to meet any of the functional skills, it is my responsibility to contact the [Office of Accessibility Resources](#).

Student Signature

Date

Health Care Provider Signature

Date