

Functional Ability	Core Performance Standard
Gross Motor Skills	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Stand (at client's side during treatment) • Sustain repetitive movement (CPR) • Maintain physical tolerance (work entire shift)
Physical Strength	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Twist • Bend • Stoop/squat • Move quickly • Climb (ladder, stools, stairs) • Walk
Visual	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Feel vibrations (pulses) • Detect temperature • Feel differences in surface characteristics (skin turgor) • Feel differences in sizes, shapes (palpate vein) • Detect environmental temperature
Auditory	<ul style="list-style-type: none"> • 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)

Verbal	<ul style="list-style-type: none"> 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.)
Emotional Stability	<ul style="list-style-type: none"> 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 (do not let your own life issues become involved in OTAS role) 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Identify cause and effect relationships Plan/control activities for others Synthesize knowledge and skills Sequence information
Interpersonal Skills	<ul style="list-style-type: none"> Negotiate interpersonal conflict Respect differences in clients Establish rapport with clients Establish rapport with co-workers
Communication Skills	<ul style="list-style-type: none"> 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

2. 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.
- Submit documentation to the Office for Disability Support Programs and Services (DSPS):
 - Medical and other factors related to the disability; and
 - Specifications of the reasonable and appropriate accommodations needed.
 - Develop a disability accommodation plan in conjunction with DSPS.
 - 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.