

**Program Specifications – OCCUPATIONAL THERAPY ASSISTANT**

<b>Function Number</b>	<b>Essential Functions</b>	<b>OCCUPATIONAL THERAPY ASSISTANT</b>
1	<i>Provide OT services and collaborate with OT as specified in the plan of care.</i>	
2	<i>Prepare area and client for intervention.</i>	
3	<i>Teach, and supervise/assist client with intervention involving activities, daily living skills, assistive technology, exercises, training of equipment/devices, orthotics/prosthetics.</i>	
4	<i>Teach, and supervise/assist client with transfers safely.</i>	
5	<i>Teach, and supervise/assist client with wheelchair mobility skills.</i>	
6	<i>Teach, and supervise/assist client with program/activities to be completed in a variety of contexts such as community, clinic, home, etc.</i>	
7	<i>Teach, and supervise/assist client with relaxation skills, coping skills and leisure skills</i>	
8	<i>Collaborate with client and caregiver to provide desired psychosocial support, including dealing with psychological aspects of illness and addressing issues of quality of life.</i>	
9	<i>Teach health care workers, clients, and caregivers to perform selected intervention procedures and functional activities.</i>	
10	<i>Participate in discharge planning.</i>	
11	<i>Administer intervention modalities as directed by the OT.</i>	
12	<i>Perform assessments as directed by OT, intervention team, and according to regulatory bodies.</i>	
13	<i>Monitor and respond to emergencies and indications of distress.</i>	
14	<i>Modify activities and techniques according to intervention plan, client progress and needs.</i>	
15	<i>Adhere to guidelines outlined by universal precautions for infection control.</i>	
16	<i>Recognize client's and caregiver's response to intervention and collaborate with OT to modify intervention plan.</i>	
17	<i>Recognize own reaction to illness, disabilities, strengths and weaknesses in self and others.</i>	
18	<i>Recognize and handle the stresses of work load.</i>	
19	<i>Respect cultural, religious, and economic diversity.</i>	
20	<i>Demonstrate effective written, oral, and nonverbal communication skills.</i>	
21	<i>Complete documentation records for OT services.</i>	

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<b><i>22</i></b>	<b><i>Demonstrate safe, ethical, and legal practice in all areas of OT practice.</i></b>	
<b><i>23</i></b>	<b><i>Demonstrate effective use of time management.</i></b>	
<b><i>24</i></b>	<b><i>Demonstrate problem solving skills.</i></b>	
<b><i>25</i></b>	<b><i>Apply basic principles of levels of supervision and responsibility, e.g. healthcare system, policies and procedure, fiscal considerations, etc.</i></b>	
<b><i>26</i></b>	<b><i>Assume responsibility for professional development.</i></b>	
<b><i>27</i></b>	<b><i>Use support personnel to assist with appropriate departmental activities.</i></b>	

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The list of Program Specifications that follows can be referenced to the Function Numbers above. The ability to perform these actions or activities is necessary to complete program lab and clinical functions as well as to work in this field.

Physical Factors	YES	NO	Essential Function/s Numbers
Standing	◆		1-5, 9, 11,
Walking	◆		1, 3, 4
Sitting	◆		1, 3
Lifting 10 lbs.	◆		1-6, 9, 11, 12, 13
20 lbs.	◆		1, 2, 4, 5, 9, 11, 12, 13
50 lbs.	◆		1, 2, 4, 5, 11
100 lbs.	◆		1, 4
100 lbs. +	◆		1, 4
Carrying 10 lbs.	◆		1-4, 9, 11, 12, 13
20 lbs.	◆		1, 2, 4, 9, 11, 12
50 lbs.	◆		1
100 lbs.		◆	
100 lbs. +		◆	
Pushing/Pulling 10 lbs.	◆		1-6, 9, 11
20 lbs.	◆		1-6, 9, 11
50 lbs.	◆		1-5, 9, 11
100 lbs.	◆		1, 4, 9
100 lbs. +	◆		1, 4, 9
Climbing		◆	
Balancing	◆		1-6, 9, 11,12
Bending	◆		1-6, 9, 11,12
Stooping	◆		1- 6, 9, 11
Crouching	◆		1-3, 5, 9
Kneeling	◆		1, 3, 5, 9
Crawling	◆		1
Running		◆	

Physical Factors	YES	NO	Essential Function/s Number
Twisting	◆		1-3
Turning		◆	
Jumping		◆	
Grasping-Firm/Strong	◆		1-7, 9, 11-14
Grasping-Light	◆		17, 9, 11-15
Finger Dexterity	◆		1-3,5-7,9,10-14, 21
Reaching Forward	◆		1-7, 9, 10-14
Reaching Overhead	◆		1-3, 5, 6, 9, 11, 12
Pinching		◆	
Simultaneous use of Hand, wrist, fingers (e.g. typing, data entry)	◆		1-3, 5-7, 9, 11-14
Coordination Eye-hand	◆		1-7, 9, 11-14, 21
Eye-hand-foot	◆		4, 5
Driving		◆	
Touch Characteristics ( e.g. size, shape, texture)	◆		3, 5, 11, 13
Vibration/palpation	◆		4, 5, 11, 12, 13
Temperature	◆		3, 11, 12
Acuity, Far	◆		1, 5
Depth perception	◆		1, 3-7, 9, 11-13
Accommodation	◆		3, 5, 7
Color vision	◆		1, 3, 12
Field of vision	◆		1, 3, 5, 7, 9, 11
Hearing Face-to-face conversation	◆		1-9, 12, 13,16
Verbal conversation with others	◆		1, 3, 8, 9, 12, 15, 16
Public speaking		◆	
Hear normal conversation	◆		1-9, 12
Hear telephone conversation	◆		1, 3, 8, 16

**Program Specifications – OCCUPATIONAL THERAPY ASSISTANT**

<b>Environmental Factors</b>	<b>YES</b>	<b>NO</b>	<b>Essential Function/s Number</b>
Works indoors	◆		1-21, 24
Works outdoors	◆		3, 6, 7, 22
Exposure to extreme hot or cold temp		◆	
Working at unprotected heights		◆	
Being around moving Machinery	◆		1, 4, 5
Exposure to marked changes in temperature/humidity		◆	
Exposure to dust, fumes, smoke, gases, odors, mists or other irritating particles ( <i>specify</i> ) ( <i>Ethylene oxid gas</i> )	◆		1, 3, 9, 11
Exposure to toxic or caustic Chemicals		◆	
Exposure to excessive noises		◆	
Exposure to radiation or electrical energy	◆		3, 11, 13
Exposure to solvents, grease, or oils	◆		3, 7, 11, 13
Exposure to slippery or uneven walking surfaces	◆		5
Working in confined spaces	◆		1, 4, 11
Using computer monitor	◆		1, 3, 11, 12
Working with explosives		◆	
Exposure to vibration	◆		1, 11
Exposure to flames or burning items		◆	
Works around others	◆		1,3-5,7-9,11,12,13, 18

<b>Environmental Factors</b>	<b>YES</b>	<b>NO</b>	<b>Essential Function/s Number</b>
Works alone	◆		1, 12, 21
Works with others	◆		1-27
Safety Equipment ( <i>Required to wear</i> )			
Safety glasses	◆		1, 3, 7, 11, 13, 15
Face mask/face shield	◆		1, 11, 13, 15
Ear plugs		◆	
Hard Hat		◆	
Protective Clothing	◆		1, 13, 15

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<b>Cognitive/Mental Factors</b>	<b>YES</b>	<b>NO</b>	<b>Essential Function/s Number</b>
Reasoning Deal with abstract and concrete variables, define problems, collect data, establish facts, and draw valid conclusions	◆		3, 5, 8, 16-24
Interpret instructions furnished in oral, written, diagrammatic, or schedule form	◆		1-13, 16, 23, 24
Deal with problems from standard situations	◆		3-9,12,13 ,16 ,22
Carry out detailed but uninvolved written or oral instructions	◆		1, 3, 5-12
Carry out one or two step Instructions	◆		1, 3, 5-12
Mathematics Complex skills –Business math, algebra, geometry or statistics Simple skills – add, subtract, multiply and divide whole numbers and fractions, calculate time and simple Measurements	◆	◆	6, 8, 11-13, 20
Reading Complex skills - Comprehend newspapers, manuals, journals, instructions in use and maintenance of equipment, safety rules and procedures and drawings		◆	1-3,6,7,9-12,,13,20 25

<b>Cognitive/Mental Factors</b>	<b>YES</b>	<b>NO</b>	<b>Essential Function/s Number</b>
Simple skills – Comprehend simple instructions or notations from a log book	◆		1-3,6,7,9-12,13,20,25
Writing Complex skills – Prepare business letters, report summaries using prescribed form at and conforming to all rules of punctuation, spelling, grammar, diction and style	◆		3, 6-8, 9, 21
Simple skills – English sentences containing subject, verb and object; names and addresses, complete job application or notations in log book	◆		3, 6-8, 10-13, 20, 21
Perception Spatial – ability to comprehend forms in space and understand relationships of plane and solid objects; frequently described as the ability to “visualize” objects of two or three dimensions, or to think visually of geometric forms	◆		1, 3-7, 11, 12
Form – ability to perceive pertinent detail in objects or in pictorial or graphic material; to make visual comparisons and discriminations and see slight differences in shapes and shadings of figures and widths and lengths of line	◆		1, 3, 5, 6, 7, 11, 12

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<b>Cognitive/Mental Factors</b>	<b>YES</b>	<b>NO</b>	
Clerical – ability to perceive pertinent detail in verbal or tabular material; to observe differences in copy, to proof-read words and numbers, and to avoid perceptual errors in arithmetic computation	◆		3, 20, 25
Data Synthesizing	◆		1, 3, 5, 11, 13, 20, 24
Coordinating	◆		5, 10, 12, 20, 24
Analyzing	◆		1, 3, 5, 10-12, 20, 24
Compiling	◆		3,5,10, 12,13, 20, 25
Computing	◆		3, 5 ,10, 12, 13, 20, 25
Copying	◆		3, 5, 10-12, 20, 25
Comparing	◆		3, 5,11-13, 20, 24, 25
Personal traits Ability to comprehend and follow instructions	◆		1-3, 5-18, 20, 22, 23, 35
Ability to perform simple and repetitive tasks	◆		1, 2, 5, 7, 11, 12,13,15
Ability to maintain a work pace appropriate to a given work load	◆		2, 9, 17, 20, 23
Ability to relate to other people beyond giving and receiving Instructions	◆		1-13
Ability to influence people	◆		3, 6, 8
Ability to perform complex or varied tasks	◆		1, 3-7, 11, 12

<b>Cognitive/Mental Factors</b>	<b>YES</b>	<b>NO</b>	<b>Essential Function/s Number</b>
Ability to make generalizations, evaluations or decisions without immediate supervision	◆		1-27
Ability to accept and carry out responsibility for direction, control and planning	◆		1-16,21, 20, 23, 25, 26