

**PERFORMANCE STANDARDS  
For Progression and Graduation  
In the Occupational Therapy Assistant Program  
State College of Florida**

Successful participation and completion of the Occupational Therapy Assistant Program requires that the student must be able to meet the demands of the program. Occupational therapy assistant students must be able to perform academically in a safe, reliable and efficient manner in classrooms, laboratory and clinical situations/environments. The student must demonstrate behaviors, skills and abilities to be in compliance with legal and ethical standards as set forth by the AOTA Code of Ethics and Standards of Practice.

Students acquire the foundation of knowledge, attitudes, skills and behaviors needed throughout the occupational therapy assistant's professional career. Those abilities that the occupational therapy assistant must possess to practice safely are reflected in the standards that follow.

**Candidates for the degree must be able to meet these minimum standards, with or without reasonable accommodation, for successful completion of degree requirements.**

|                   | STANDARD  | EXAMPLES  |
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| Critical Thinking | Demonstrates critical thinking ability sufficient for clinical judgment and problem solving.  | <ul style="list-style-type: none"> <li>- Applies critical thinking processes to work in the classroom, laboratory and the clinical experiences.</li> <li>- Exercises judgment in decision making abilities during class, laboratory and in clinical experiences.</li> <li>- Follows safety procedures established for each class, laboratory and clinical experience.</li> <li>- Demonstrates the ability to self-evaluate.</li> <li>- Demonstrates the ability to identify problems and offer possible solutions.</li> </ul>   |
| Interpersonal     | Demonstrates the ability to interact and relate to other people beyond giving and receiving instructions.<br>Cooperates with others.  | <ul style="list-style-type: none"> <li>- Demonstrates interest in classmates, faculty, patients/clients.</li> <li>- Demonstrates skills of collaboration when working with others.</li> <li>- Demonstrates the ability to listen to others</li> <li>- Demonstrates the ability to provide suggestions/recommendations to others.</li> <li>- Demonstrates ability to maintain poise and flexibility in stressful or changing conditions.</li> <li>- Recognizes and responds appropriately to individuals of all ages, genders, races, socio-economic, religious, sexual preferences, and cultural backgrounds.</li> </ul>  |
| Communication     | Demonstrates the ability to communicate clearly with patients/clients, physicians, others health professionals, family members, significant others, care givers, community or professional groups and colleagues.<br>Communication includes: speech, language, nonverbal, reading, writing and computer literacy. | <ul style="list-style-type: none"> <li>- Communicates effectively with classmates in simulated laboratory activities and situations for data collection, instruction and intervention</li> <li>- Participates in group meetings to deliver and receive information and respond to questions from a variety of sources.</li> <li>- Reports clearly and legibly through progress notes in patient/clients charts, communicates with physicians and insurance providers including billing and order/referral forms.</li> <li>- Responds to patient calling or any other warning call and machine alarm.</li> <li>- Demonstrates skill in utilizing various computer</li> </ul> |

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|              |  | <p>programs to prepare assignments, presentations, and documentation as required in the classroom, laboratory and clinical environments.</p> <ul style="list-style-type: none"> <li>- Effectively communicates and work interprofessionally with those who provide services, clarifying each member's responsibility in executing an intervention plan.</li> </ul>   |
| Motor Skills | Demonstrates the ability to execute motor movements reasonably required to provide general and emergency care and treatment to patients/clients. | <ul style="list-style-type: none"> <li>- Moves around in classroom, laboratory, patient/client's room, therapy/treatment area.</li> <li>- Moves to and from departments to patient/client's rooms.</li> <li>- Provides for patient/client safety and well being in all therapeutic or transporting activities by utilizing proper body mechanics.</li> <li>- Exhibits sufficient manual dexterity to manipulate small and large equipment, provide support, assistance and resistance as needed for movement, exercise, data collection and interventions.</li> <li>- Knowledge of how to perform CPR</li> </ul> |
| Hearing      | Demonstrates functional use of hearing to monitor and assess health needs.   | <ul style="list-style-type: none"> <li>- Demonstrates ability to obtain and utilize information directly from instructors, fieldwork educators and classmates in lecture, laboratory simulations/ activities and clinical experiences.</li> <li>- Demonstrates ability to obtain appropriate medical history and data collection directly from the patient/client, caretaker and/or family member.</li> <li>- Responds to monitor alarms or cry for help and/or assistance.</li> </ul>   |
| Visual       | Demonstrates visual acuity and perception sufficient for observation and assessment.   | <ul style="list-style-type: none"> <li>- Demonstrates ability to obtain and utilize information directly from lectures, and laboratory demonstrations/activities.</li> <li>- Demonstrates the ability to obtain and utilize information via observation from patients/clients, e.g. movement, posture, body mechanics, etc, necessary for comparison to normal standards for purposes of evaluation of performance and response to interventions.</li> <li>- Receives information from treatment environment.</li> </ul>   |
| Tactile      | Demonstrates tactile abilities sufficient to gather assessment information and provide intervention.   | <ul style="list-style-type: none"> <li>- Demonstrates the ability to sense changes in an individual's muscle tone, muscle strength, skin quality, joint mobility, kinesthesia and temperature.</li> <li>- Demonstrates the ability to gather accurate objective evaluative information via tactile abilities in a timely manner.</li> <li>- Demonstrates the ability to obtain and utilize information about an individual via tactile abilities during treatment activities.</li> </ul>   |
| Self Care    | Maintains general good health and self care in order not to jeopardize the health and safety of self and individuals with whom one               | <ul style="list-style-type: none"> <li>- Maintains hygiene while in lectures, laboratory experiences and clinical experiences.</li> <li>- Demonstrates safety habits and work area neatness.</li> </ul>  |

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|  | interacts with in the academic and clinical setting.  | <ul style="list-style-type: none"> <li>- Understands components of a healthy lifestyle.</li> <li>- Meets all health requirements of the OTA Program.</li> </ul>  |
| Intellectual Abilities                                       | Demonstrates the ability to read, write, speak and understand English at a level consistent with successful course completion and development of a positive patient-student relationship.   | <ul style="list-style-type: none"> <li>- Demonstrates ability to comprehend and follow verbal and written instructions.</li> <li>- Consistently meets course requirements of all courses in the OTA Program, passing each course with a grade of "C" or better.</li> <li>- Can learn to reconcile conflicting information</li> <li>- Written communication: Demonstrates ability to use proper punctuation, grammar, spelling, work is neat and legible.</li> </ul>  |
| Commitment to Learning                                       | Demonstrates a positive attitude towards decision-making, policies and operating methods, rules, etc.   | <ul style="list-style-type: none"> <li>- Completes readings, assignments, and other activities outside of class hours.</li> <li>- Demonstrates initiative, motivation and enthusiasm related to course requirements.</li> <li>- Demonstrates ability to complete all work without evidence of cheating or plagiarism.</li> <li>- Attends all class/ laboratory/fieldwork as assigned.</li> <li>- Is consistently punctual to all class, laboratory, and fieldwork assignments.</li> <li>- Understands the ongoing professional responsibility for providing fieldwork education and the criteria for becoming a fieldwork educator.</li> </ul> |
| Affective Learning Skills<br>(behavioral & social attitudes) | Demonstrate appropriate affective behaviors and mental attitudes in order not to jeopardize the emotional, physical, mental and behavioral safety of clients and other individuals with whom one interacts with in the academic and clinical setting.<br>Acknowledges and respects individual values and opinions to foster harmonious working relationships with colleagues, peers and patients/clients. | <ul style="list-style-type: none"> <li>- Demonstrates ability to sustain the mental and emotional rigors of a demanding educational program, which includes an academic and clinical component, that occur within set time constraints.</li> <li>- Demonstrates willingness to accept challenges.</li> <li>- Demonstrates the ability to work with others on project/assignments, sharing the workload.</li> <li>- Open to feedback both positive and negative.</li> <li>- Listens actively.</li> <li>- Follows guidelines and rules for the program and college.</li> </ul>   |

**If a student cannot demonstrate the skills and abilities identified above, it is the responsibility of the student to request an appropriate accommodation. The College will provide reasonable accommodation as long as it does not fundamentally alter the nature of the program offered and does not impose an undue hardship such as those that cause a significant expense, difficulty or are unduly disruptive to the educational process.**

***Developed: 6/00***

***Reviewed: 9/01, 10/06, 5/07, 6/08, 5/10, 6/11, 5/12, 5/13***

***Revised: 7/04, 2/05, 8/05, 8/09, 8/10, 5/14, 5/15***