Occupational Therapy Assisting

Overview

The Occupational Therapy Assistant (OTA) program at Sacramento City College prepares students to qualify for and pass the certification exam offered by the National Board for Certification in Occupational Therapy (NBCOT) and to request licensure by the California Board for Occupational Therapy (CBOT).

All interested students should attend an information session as the program has extensive prerequisites, requirements and a robust application process.

About OTA

Occupations are the meaningful activities of our daily lives, in areas of self-care, work, and leisure. The activities we identify as occupations in our lives are based on our values, beliefs, needs, and desires. Some occupations are necessary for day-to-day functioning, such as bathing and cooking. Others occupations are tasks related to the roles we fulfill, such as parent, child, spouse, student, worker, or community volunteer. To perform these occupations, physical, cognitive, and social skills are required. The goal of occupational therapy is to help individuals and groups maximize these needed skills and abilities in order to participate in meaningful and purposeful daily activities. Occupational therapy helps people with living life to its fullest.

The Sacramento City College OTA program is cohort-based. Students are expected to advance through the required curriculum each semester in the established sequence. The Allied Health and OTA courses are offered Monday through Thursday in the evening and on Saturdays, with the exception of clinical fieldwork, which is scheduled during weekday business hours.

An Associate in Science Degree can be obtained by completion of the required Occupational Therapy Assistant program requirements. The degree includes:

- Occupational Therapy Assistant courses (43.5 units)
- Allied Health courses (5 units)
- and specific general education and science courses required for the program (18.5-25.5 units).

Fieldwork Requirements

Supervised clinical fieldwork experiences are integrated throughout the program and are required. Introduction to clinical practice courses, OTA 122, 132 and 142 require 40 hours, OTA 152 requires 20 hours, and the two full-time fieldwork experiences in the student’s final semesters require 320 hours.

Fieldwork start dates and hours may vary. Students are responsible for being prepared to attend all clinical fieldwork activities as well as provide all transportation and housing. Fieldwork is full-time Monday through Friday during daytime, business hours and part-time fieldwork placement is not available, except with documented medical accommodations.

Fieldwork eligibility requires being graduation ready as well as having current documentation on file for a physical exam, immunizations, a TB test, current CPR certification for health personnel (level C), background check, fingerprinting and a drug screening. Fieldwork sites may have additional requirements specific to their site.

While students have up to 18 months to complete their Level II fieldwork after the completion of the didactic (classroom) portion of the program. Prompt completion of this requirement supports students’ success on the national certification exam.

Program Outcomes

Program Completion Rates

<table>
<thead>
<tr>
<th>COHORT ENTERING SPRING OF</th>
<th>SIZE OF ORIGINAL COHORT</th>
<th>STUDENTS WHO EXITED THE PROGRAM PRIOR TO COMPLETION</th>
<th>TOTAL COMPLETING PROGRAM</th>
<th>PERCENTAGE OF ORIGINAL COHORT WHO HAVE COMPLETED</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>34</td>
<td>4</td>
<td>30</td>
<td>88%</td>
</tr>
<tr>
<td>2016</td>
<td>34</td>
<td>4</td>
<td>29*</td>
<td>85% *</td>
</tr>
<tr>
<td>2017</td>
<td>33</td>
<td>4</td>
<td>27**</td>
<td>82% **</td>
</tr>
<tr>
<td>2018</td>
<td>32</td>
<td>5</td>
<td>19***</td>
<td>59% ***</td>
</tr>
<tr>
<td>4-Year Total</td>
<td>133</td>
<td>17</td>
<td>105* ***</td>
<td>79% * ***</td>
</tr>
<tr>
<td>2019</td>
<td>31</td>
<td>3</td>
<td>Cohort in progress</td>
<td></td>
</tr>
<tr>
<td>2020</td>
<td>32</td>
<td>1</td>
<td>Cohort in progress</td>
<td></td>
</tr>
</tbody>
</table>

* 1 student from this cohort is still in the program on a revised schedule for completion  
** 2 students from this cohort are still in the program on a revised schedule for completion  
*** 8 students from this cohort are still in the program on a revised schedule for completion

National certification exam pass rates can be found at the National Board for Certification in Occupational Therapy (NBCOT) website.

Certification

Upon successful completion of the program, graduates are eligible to sit for the certification exam offered by the National Board for Certification in Occupational Therapy (NBCOT). NBCOT is located at 12 South Summit Avenue, Suite 200, Gaithersburg, MD, 20877. They can be contacted by phone at (301) 990-7979, and their website is www.nbcot.org.
After passing the NBCOT exam, the graduate is a Certified Occupational Therapy Assistant (COTA). In order to practice, a license is required. The California Board for Occupational Therapy (CBOT) issues licenses to qualified applicants. CBOT is located at 2005 Evergreen Street, Suite 2050, Sacramento, CA, 95815. They can be contacted by phone at (916) 263-2294, and their web address is www.bot.ca.gov (http://www.bot.ca.gov/).

Note: Character review questions are required as part of the application process. For additional information about this requirement go to the CBOT Applicants web page.

Felony Convictions

A felony conviction may affect eligibility to sit for the national exam and/or complete the licensure process in California. For more information about an early determination review for the national exam, contact the National Board for Certification in Occupational Therapy (NBCOT) (http://www.nbcot.org). For more information about California licensure, contact the California Board of Occupational Therapy (CBOT) (http://www.bot.ca.gov/).

Career Options

This program prepares the student for employment as an occupational therapy assistant. Occupational therapy assistants work with people of all ages who, because of physical, cognitive, developmental, social, or emotional problems, need specialized assistance in order to lead independent, productive, and satisfying lives. They may work in a wide variety of settings including hospitals, rehabilitation centers, skilled nursing facilities, home health agencies, school systems, psychiatric hospitals, private practice outpatient clinics, and emerging practice areas.

The Sacramento City College Occupational Therapy Assistant Program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) (http://www.acoteonline.org/) of the American Occupational Therapy Association (AOTA) (https://www.aota.org/), located at 6116 Executive Boulevard, Suite 200, North Bethesda, MD 20852-4929. ACOTE’s phone number, c/o AOTA, is (301) 652-AOTA (http://www.acoteonline.org/). For more information about California licensure, contact the California Board of Occupational Therapy (CBOT) (http://www.bot.ca.gov/).

About the Program: Informational meetings are held several times each semester and provide prospective students with information on program prerequisites, enrollment process, and other important facts. These meetings address critical factors for student success, including planning related to educational requirements, finances, transportation, release from work, and support needs. All interested students are strongly encouraged to attend. Additional program requirements are outlined in the OTA Program Handbook provided to all students during the program orientation. These requirements and expectations are reviewed in the orientation and, as applicable, in each program course. Failure to meet all program requirements, perform lab and/or clinical skills safely with competence, or demonstrate legal and ethical behaviors may result in disciplinary actions and/or dismissal from the program.

Accreditation/Certification: Program accreditation standards drive the program’s curriculum and the majority of the program requirements. The Occupational Therapy Assistant Program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 6116 Executive Boulevard, Suite 200, North Bethesda, MD 20852-4929. ACOTE’s phone number, via AOTA, is (301) 652-AOTA, and their web address is www.acoteonline.org. Graduates of the program will be able to sit for the national certification examination for the occupational therapy assistant administered by the National Board for Certification in Occupational Therapy (NBCOT), located at 12 South Summit Avenue, Suite 100, Gaithersburg, MD 20877-4150. NBCOT’s phone number is (301) 990-7979, and their web address is www.nbcot.org. After successful completion of this exam, the individual will be a Certified Occupational Therapy Assistant (COTA). Most states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. Upon successful completion of the NBCOT examination, graduates intending to practice in California are required to be licensed by the California Board of Occupational Therapy (CBOT), located at 2005 Evergreen Street, Suite 2050, Sacramento, CA 95815. Additional information about these practice regulations can be found at www.bot.ca.gov or by contacting the Board at (916) 263-2294.

A.S. in Occupational Therapy Assistant

An Associate in Science Degree can be obtained by completion of the required Occupational Therapy Assistant program requirements. The degree includes Occupational Therapy Assistant courses (43.5 units), Allied Health courses (5 units), and specific general education and science courses required for the program (18.5-25.5 units). Students must also take additional courses to meet graduation requirements of the college. Courses are scheduled sequentially for four semesters and two summer sessions. The OTA program is cohort-based. Students are expected to advance through the required curriculum each semester in the established sequence. The Allied Health and OTA courses are offered Monday through Thursday in the evening and on Saturdays, with the exception of clinical fieldwork, which is scheduled during weekday business hours.

Supervised clinical fieldwork experiences are integrated throughout the program. Students must complete fieldwork as a corequisite to academic courses. The introduction to clinical practice courses, OTA 122, 132, and 142, require 40 hours of fieldwork (with 14 hours on-campus seminar for each class); OTA 152 requires 20 hours of fieldwork (with 7 hours on-campus seminar). There are two required full-time fieldwork experiences that take place during the student’s final two semesters, requiring completion of 320 hours in each assigned setting, to be completed during regular business hours, Monday–Friday. Students must be prepared to begin these rotations on a full-time basis with the program sequence. These clinical rotations each have a separate and required on-campus seminar course, each for 27 hours. Start dates for each student may vary based on site availability. Efforts are made to place eligible students in fieldwork sites as soon as sites are available. All students must complete Level II fieldwork within 18 months of completion of the didactic component of the program. In addition to graduation eligibility, fieldwork eligibility requires having current documentation on file for physical examinations, immunizations, a TB test, current CPR certification for health personnel (level C), background check, fingerprinting, and drug screening. Fieldwork sites may have additional requirements specific to their site.

In addition to college enrollment fees, other estimated costs include: books and supplies ($900); lab fees ($300); background check and drug screening ($100); physical examinations and immunizations ($175); malpractice insurance ($30); fingerprinting ($50); and fees and required materials for clinical fieldwork and licensure ($50). Some clinical sites require that students have health and/or automobile insurance as a condition of acceptance for fieldwork placement. Students must also plan for travel costs to and from the clinical facilities, many of which are outside the Sacramento area. While all efforts are made to place students in locations near their residence, students need to be prepared to travel long distances to complete their fieldwork experiences. Some students may need to arrange for housing during the full-time fieldwork. All clinical fieldwork must be completed in California. The costs listed above are based on current fees and are subject to change without notice.

Students in the OTA Program will be required to practice skills on each other in a laboratory setting with instructor supervision. Lab practical examinations are given to establish skill competence. Students must pass all lab practicals in order to pass a course. Courses in the OTA Program may include discussion of issues such as race, religion, sexuality, disability, and gender as related to the course content. Additional program requirements are outlined in the OTA Program Handbook provided to all students during the program orientation. These requirements and expectations are reviewed in the orientation and, as applicable, in each program course. Failure to meet all program requirements, perform lab and/or clinical skills safely with competence, or demonstrate legal and ethical behaviors may result in disciplinary actions and/or dismissal from the program.
circumstances. Success on the national certification exam is dependent on timely program completion. While students have up to 18 months to complete their Level II fieldwork to account for contingencies that may arise, prompt completion of this requirement supports student success on this high-cost examination. Students must pay full price for each examination attempt.

About Recency of OTA Courses: All courses with an OTA designator (except OTA 100) must have been completed within the last five years at the time of petitioning for graduation. This time frame is consistent with recency requirements for completion of the national exam and for licensure to practice in California. Students who do not meet this qualification must meet with the Program Coordinator and the Division Dean to review individual circumstances.

About Transfer Students: Students from other accredited OT or OTA programs may apply to transfer to the Sacramento City College OTA Program. Students must first apply to the program and be accepted before transfer credits are reviewed. Students must submit the following in order to complete a transfer credit review: transcripts, course syllabi, and a letter of introduction from the director of the program where the student was previously enrolled. Any OT/OTA coursework older than five years will not be considered for transfer. The review of transfer credit requires five to six weeks and cannot be completed if the materials provided are incomplete. A review of the proposed transfer courses does not imply or guarantee acceptance of the coursework. Incoming transfer students are subject to skills and theory testing to confirm current competency prior to final course placement. Students may not transfer to take only the Level II fieldwork courses.

About Felony Convictions: A felony conviction may affect eligibility to sit for the national exam and/or complete the licensure process in California. For more information about an "Early Determination" review for the national exam, contact the National Board for Certification in Occupational Therapy (NBCOT). Their web address is www.nbcot.org. For more information about California licensure, contact the California Board of Occupational Therapy (CBOT). Their web address is www.bot.ca.gov.

Catalog Date: June 1, 2020

Degree Requirements

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE TITLE</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>AH 106</td>
<td>Communication for Allied Health Careers</td>
<td>2</td>
</tr>
<tr>
<td>AH 110</td>
<td>Medical Language for Health-Care Providers</td>
<td>3</td>
</tr>
<tr>
<td>AH 301</td>
<td>Health Care in a Multicultural Society (3)</td>
<td>3</td>
</tr>
<tr>
<td>or SOC 300</td>
<td>Introductory Sociology (3)</td>
<td></td>
</tr>
<tr>
<td>or SOC 480</td>
<td>Introductory Sociology - Honors (3)</td>
<td></td>
</tr>
<tr>
<td>or ANTH 310</td>
<td>Cultural Anthropology (3)</td>
<td></td>
</tr>
<tr>
<td>or ANTH 481</td>
<td>Honors Cultural Anthropology (3)</td>
<td></td>
</tr>
<tr>
<td>BIOL 100</td>
<td>Introduction to Concepts of Human Anatomy and Physiology (3)</td>
<td>3 - 10 (^1)</td>
</tr>
<tr>
<td>or [ BIOL 430, Anatomy and Physiology (5)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>and BIOL 431, Anatomy and Physiology (5)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LIBR 307</td>
<td>Medical Information Resources</td>
<td>1</td>
</tr>
<tr>
<td>NUTRI 300</td>
<td>Nutrition (3)</td>
<td>3</td>
</tr>
<tr>
<td>or NUTRI 480</td>
<td>Nutrition Honors (3)</td>
<td></td>
</tr>
<tr>
<td>or HEED 300</td>
<td>Health Science (3)</td>
<td></td>
</tr>
<tr>
<td>OTA 100</td>
<td>Introduction to Occupational Therapy</td>
<td>1</td>
</tr>
<tr>
<td>PSYC 300</td>
<td>General Principles (3)</td>
<td>3(^2)</td>
</tr>
<tr>
<td>or PSYC 480</td>
<td>Honors General Principles (3)</td>
<td></td>
</tr>
<tr>
<td>PSYC 370</td>
<td>Human Development: A Life Span (3)</td>
<td>3</td>
</tr>
<tr>
<td>or FCS 324</td>
<td>Human Development: A Life Span (3)</td>
<td></td>
</tr>
</tbody>
</table>

Semester 1 (Spring):

| OTA 123 | Fundamentals of Clinical Documentation | 1     |
| OTA 131 | Occupational Therapy Theory and Process in Psychosocial Dysfunction | 5     |
| OTA 132 | Introduction to Clinical Practice in Psychosocial Dysfunction (1) | 1     |
| or OTA 122 | Introduction to Clinical Practice in Non-Traditional Settings (1) |       |
| OTA 150 | Occupational Therapy Process and Practice in Developmental Disabilities and Pediatric Conditions | 2.5   |
| OTA 152 | Introduction to Clinical Practice in Pediatric Conditions | 0.5   |

Semester 2 (Summer):

| OTA 110 | Functional Biomechanics for the OTA | 3     |
| OTA 111 | Functional Biomechanics Lab for the OTA | 1     |

Semester 3 (Fall):

| OTA 140 | Theoretical Foundations of Physical Dysfunction | 3     |
| OTA 141 | Occupational Therapy Process in Physical Dysfunction | 4     |
| OTA 142 | Introduction to Clinical Practice in Physical Dysfunction (1) | 1     |
| or OTA 122 | Introduction to Clinical Practice in Non-Traditional Settings (1) |       |

Semester 4 (Spring):

| OTA 120 | Fundamentals of Occupational Therapy Assistant Practice | 2.5   |
| OTA 124 | Introduction to Electronic Documentation for the OTA | 0.5   |
| OTA 160 | Fieldwork Level II for the Occupational Therapy Assistant | 6     |
| OTA 162 | Practice Skills for First Rotation OTA Level II Fieldwork | 0.5   |

Semester 5 (Summer):

| OTA 121 | Contemporary Models of Practice in Occupational Therapy | 1     |

Semester 6 (Fall):

| OTA 161 | Fieldwork Level II for the Occupational Therapy Assistant | 6     |
| OTA 163 | Practice Skills for Second Rotation OTA Level II Fieldwork | 0.5   |

Total Units: \( 61 - 68 \)

\(^1\) Ten year recency required.

\(^2\) Ten year recency required.
The Occupational Therapy Assistant Associate in Science (A.S.) degree may be obtained by completion of the required program, plus general education requirements, plus sufficient electives to meet a 60-unit total. See SCC graduation requirements.

Enrollment Eligibility

To be eligible for enrollment in the program, the student must meet the following criteria:

- Students must be eligible for graduation with the exception of OTA coursework.
- Completion of AH 106, AH 110, AH 301 or ANTH 310 or SOC 300, BIOL 100 or BIOL 430 and BIOL 431, JLIB 307, NUTR 300 or FCS 340 or HEED 300, OTA 100, PSYC 300 or PSYC 480, and PSYC 370 or FCS 324 with grades of “C” or better. BIOL 100 or BIOL 430 and BIOL 431 and PSYC 300 or equivalent courses must have been completed within the last 10 years at the time of application to the program.
- Completion of SCC general education courses in the following areas: Area I - Humanities, Area II(b)- Communication and Analytical Thinking, Area III(a)- Physical Education, Area V(a)- American Institutions, and Area VI- Ethnic/Multicultural Studies.
- Completion of SCC graduation competencies for reading, writing, and math.
- Students must have an overall GPA of 2.5 or higher.
- Courses passed with a grade "P" or "CR" will be calculated into the student’s GPA as a “C” grade.
- Students with in-progress coursework must show proof of enrollment at the time of application and submit proof of successful completion at the end of the semester to retain eligibility. Wait-listed courses are not eligible.
- All official transcripts and approved course substitution forms for courses completed outside of the Los Rios Community College District must be on file with the SCC Admissions & Records office at the time of application.

Enrollment Process

Eligible students are selected for the program according to the following steps:

- Interested students are strongly encouraged to attend a program information meeting prior to applying to the program. Dates and times can be found on the program website at http://www.scc.losrios.edu/ota/. In addition, those who have previously attended an information meeting must monitor the program website to ensure they have the most current information as requirements may have changed. Students may also attend additional information meetings.
- The program will implement a wait list effective Fall 2019. Qualified applicants will be notified of their placement on the list and their projected enrollment year. Once placed on the wait list, the student is required to submit a renewal application each year to retain their eligibility and place on the list until they are enrolled in the program.
- New applications and renewal applications to the program must be submitted by the posted due date, which can be found on the program website at http://www.scc.losrios.edu/ota/. Application types are accepted once a year and are submitted only online. New applicants must submit a complete and qualified application in order to be considered. New applicants must also submit proof of enrollment for in-progress courses in PDF format only, and transcripts for completed coursework must be on file in the SCC Admissions & Records department at the time of application. Renewal applicants must confirm each year that they would like to retain their eligibility on the wait list.
- When the number of applicants to a program exceeds the available seats, a random selection process is used to determine the roster of the incoming class, per California Education Code. Students who have submitted complete and qualified applications in prior sequential years will receive entries in the random selection equal to the number of years applied to establish the initial wait list during Fall 2019. Failure to meet any requirements will result in the application being categorized as a new application. The order of annual additions to the wait list will be determined by random selection.
- Selected students who decline their seat in the next cohort will need to re-apply as a new applicant during the next application cycle to return to the wait list.
- Students selected to enter the program will be expected to fulfill additional requirements prior to their first semester to maintain their eligibility for enrollment. Examples of these requirements include: completion of a background check, drug screen, physical examination, immunizations, CPR and HIPAA training; and purchase of malpractice insurance and a medical document manager subscription. Detailed instructions are provided at the time of eligibility notification. Costs of these requirements are the student’s responsibility. This list is not fully inclusive and is subject to change without notice.

Student Learning Outcomes

Upon completion of this program, the student will be able to:

- recognize the theoretical frames of reference from which the practice of occupational therapy is derived.
- demonstrate fundamental skills in the use of evidence to guide practice and participate in research activities as directed.
- describe occupational therapy programs and practice as currently organized in health care delivery systems.
- describe emerging and non-traditional practice areas and define the role of the OTA in these settings.
- analyze tasks and environments to assess their therapeutic qualities and constraints.
- perform evaluation procedures selected according to OTA practice guidelines.
- assist in developing occupational therapy intervention plans.
- implement an intervention plan to engage clients in purposeful activities related to occupation.
- document factual client data for oral and written communication, using either traditional methods or new technologies.
- maintain records and reports including counter-signatures, as guided by regulations for confidentiality, reimbursement, and quality assurance.
- revise and implement OT intervention plans in ongoing collaboration with the supervising OT.
- assess factors that warrant change or discontinuation of an established intervention plan, in collaboration with the supervising OT.
- manage supplies and equipment necessary for OT intervention, demonstrating safety and appropriate infection control procedures.
- access, reference, and abide by all state regulations.
- locate, reference, and abide by all federal regulations, including HIPAA and ADA guidelines.
- apply the OT Code of Ethics as an element of all professional interactions and service provision.
- adhere to all OT department and agency policies and procedures.
- explain the definition and role of occupational therapy to consumers and other health practitioners.
- discuss how socio-cultural diversity may influence the therapeutic process.
- demonstrate actions that reflect non-judgmental attitudes and values toward patient/clients, staff, and family members in professional situations.
- exhibit behaviors that respect the client’s basic rights to quality service with minimum risk of further injury or insult.
- demonstrate an attitude of professional responsibility for self-directed learning as a life-long process for acquiring new knowledge, abilities, attitudes, and refining clinical reasoning.
- demonstrate active involvement in professional development, leadership, and advocacy.

Career Information

This program prepares the student for employment as an occupational therapy assistant. Occupational therapy assistants work with people of all ages who, because of physical, cognitive, developmental,
Occupational Therapy Assisting (OTA) Courses

OTA 100 Introduction to Occupational Therapy

Units: 1
Hours: 18 hours LEC
Prerequisite: None.
Catalog Date: June 1, 2020

This course has been designed to provide the student with information needed to determine if occupational therapy (OT) is a suitable career option. The student is introduced to human occupation as participation in everyday life activities. In addition, the course will address how health, wellness, disease, and disability affect engagement in life tasks and how OT interventions are used to maximize performance within chosen activities. The role of the Occupational Therapy Assistant (OTA) is defined, with explanation of the history of OT as well as current and emerging practice settings. Professional activities, requirements, ethics, and behaviors are also discussed. A four-hour observation in an OT clinic or program for special needs populations is required. Students are responsible for securing their own observation sites, with guidance from the instructor, as well as the related transportation to/from the facility. Some facilities may have additional requirements for student observations, such as a clear tuberculosis test and/or fingerprinting. Students are responsible for the cost of these additional requirements, if any.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- identify elements of the OT Practice Framework including features of the areas of occupation, performance skills and patterns, activity demands, contexts and environments, client factors, and the interaction of occupation and activity.
- distinguish between occupation and activity, the unique nature of occupation, and how these interact in human performance.
- describe the historical foundations and philosophical base of OT, and current sociopolitical that impact current and emerging practice areas.
- describe the role of occupation in the promotion of health and in prevention of disease, illness, and dysfunction.
- explain the purpose and process of activity analysis as related to safety and functional performance.
- define grading, adapting, and modifying tasks and environments to maximize occupational performance.
- articulate knowledge of the structure and function of the human body to include biological factors, kinesiology, and biomechanics.
- demonstrate sound judgment in regard to safety of self and others, adhering to safety regulations, in all academic and practice settings.
- define grading, adapting, and modifying tasks and environments to maximize occupational performance.
- identify the role of the OT practitioner in a variety of contexts and settings.
- articulate knowledge and understanding of essential core documents from the American Occupational Therapy Association (AOTA) and how these guide ethical practice and decision-making in OT practice.
- explain and give examples of how the role of the OT practitioner is enhanced by involvement in professional organizations.
- explain and give examples of how the role of the OT practitioner is enhanced by involvement in professional organizations.
- define superficial and deep thermal agents, electrotherapeutic agents, and mechanical devices as a preparatory intervention method.
- distinguish between occupation and activity, the unique nature of occupation, and how these interact in human performance.
- discuss client-centered and culturally relevant occupation-based interventions that enhance occupational performance and also address promotion, compensation, adaptation, and prevention when indicated, based on current evidence.
- demonstrate a knowledge and understanding of essential core documents from the American Occupational Therapy Association (AOTA) and how these guide ethical practice and decision-making in OT practice.
- define grading, adapting, and modifying tasks and environments to maximize occupational performance.
- articulate knowledge of the structure and function of the human body to include biological factors, kinesiology, and biomechanics.
- apply principles of activity analysis in order to grade, adapt, and modify activity demands and environments to optimize intervention plans and maximize occupational performance.
- articulate knowledge of the structure and function of the human body to include biological factors, kinesiology, and biomechanics.
- define principles of ergonomics based on client needs and contexts, and with consideration for technological advances.

OTA 110 Functional Biomechanics for the OTA

Units: 3
Hours: 54 hours LEC
Prerequisite: OTA 150 and 152 with grades of "C" or better
Corequisite: OTA 111
Catalog Date: June 1, 2020

In this course the Occupational Therapy Assistant (OTA) student will explore components of human movement, including joint structure and function, muscle action, motor and reflex development, and balance and sensory influence. In addition to the body structures involved in movement, students will examine the motor and process skills and sensory and neuromusculoskeletal client factors required for engagement in occupation across the lifespan. Students will complete a formal biomechanical activity analysis as it relates to occupational performance.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- articulate knowledge of the structure and function of the human body to include biological factors, kinesiology, and biomechanics.
- apply theory and evidence to OT intervention planning for orthopedic and neurological populations in a variety of contexts and settings.
- identify the effects of disease processes and their impact on biomechanical occupational performance.
- apply principles of activity analysis in order to grade, adapt, and modify activity demands and environments to optimize intervention plans and maximize occupational performance.
- articulate knowledge of the structure and function of the human body to include biological factors, kinesiology, and biomechanics.
- explain the need for orthotics to enhance occupational performance.
- identify methods to enhance functional and community mobility for those with biomechanical performance deficits.
- define principles of ergonomics based on client needs and contexts, and with consideration for technological advances.

OTA 111 Functional Biomechanics Lab for the OTA

Units: 1
In this course the Occupational Therapy Assistant (OTA) student will use an analysis and problem-solving approach to functional human movement across the lifespan. Through hands-on laboratory activities, students will develop skills in assessment of client factors affecting engagement in occupations. Students will explore basic intervention methods and strategies for remediation of and compensation for biomechanical deficits and impairments.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- demonstrate consistent application of therapeutic use of self and clinical reasoning as part of the therapeutic process.
- demonstrate skills in contributing to the evaluation process by completion of the occupational profile, as well as standardized and non-standardized assessments for collaboration in the intervention planning process.
- facilitate client-centered and culturally relevant occupation-based interventions that enhance occupational performance and also address promotion, compensation, adaptation, and prevention when indicated, based on current evidence.
- collect, organize, and report evaluation and outcome data under the supervision of an occupational therapist.
- provide interventions to enhance safety, health and wellness, and performance in occupations, including occupation-based tasks, preparatory methods and tasks, education, and advocacy.
- explain strategies for use of assistive technologies to enhance occupational performance.
- provide training in basic functional mobility, including transfers, wheelchair management, and mobility devices.
- demonstrate principles of teaching and learning as a part of OT process, using educational and health literacy approaches.
- demonstrate effective and role-appropriate OT/OTA collaboration in the screening and evaluation process.
- demonstrate sound judgment in regard to safety of self and others, adhering to safety regulations, in all academic and practice settings.

**OTA 120 Fundamentals of Occupational Therapy Assistant Practice**

| Units:  | 2.5 |
| Hours:  | 45 hours LEC |
| Prerequisite: | OTA 123 and LIBR 307 with grades of "C" or better. |
| Catalog Date: | June 1, 2020 |

In this course the student will develop knowledge and understanding of the various contexts in which Occupational Therapy (OT) services are provided. Participation in the management and reimbursement of OT services within the scope of the Occupational Therapy Assistant (OTA) is addressed as well. Included is discussion of the principles of management and systems as they relate to providing OT services to individuals and within organizations. Professional responsibilities are examined with an emphasis on development of professional attitudes and behaviors.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- define the process of OT theory development and its importance to occupational therapy.
- explain the importance of using psychometrically sound assessment tools when considering client needs, and cultural and contextual factors to deliver evidence-based intervention plans and strategies.
- describe the inter- and intraprofessional consultative process.
- demonstrate knowledge of technology in OT practice, to include electronic documentation systems and telehealth methods.
- identify legislation and regulations for treatment of dysphagia and feeding disorders within California and in the role of the OTA.
- identify legislation and regulations for the use of superficial and deep thermal agents, electrotherapeutic agents, and mechanical devices as a preparatory methods within California and in the role of the OTA.
- describe care coordination, case management, and transition services in traditional practice environments.
- describe various roles, dynamics, and desired attributes within the interprofessional team.
- describe the process of collaboration with the OT when referral to other professions and/or community agencies is indicated.
- describe the process of collaboration with the OT when there is a need to design primary care-based programming to support occupational performance.
- describe various reimbursement and coding systems, and documentation requirements that include justification for OT services.
- identify and explain contextual, current policy issues, socioeconomic, political, geographic, and demographic factors affecting the practice of OT.
- explain the role and responsibility of the practitioner to advocate for changes in service delivery policies, effecting systems changes, recognizing opportunities in emerging practice, and expanding the role of the OTA.
- explain basic business practices, including financial management, billing, and coding.
- describe ways in which federal/state legislation and regulations and their implications affect current practice in OT.
- demonstrate knowledge of state and national administrative bodies legislating and regulating licensure and credentialing for OT practitioners.
- identify the need for and demonstrate the ability to participate in development, marketing, and management of service delivery options as related to current practice areas in OT.
- describe and participate in processes for quality management and improvement, implementing program changes as needed.
- define strategies for legal and ethical factors in supervision of the OTA and OT aides.
- understand principles of teaching and learning in the role of the OTA, as applied to patient education and academic settings.
- explain how scholarly activities and literature contribute to the development of the profession.
- understand the difference between quantitative and qualitative research studies.
- demonstrate knowledge of liability issues in current models of service provision and the role of the OTA providing services on a contractual basis.
- define how the role of the professional is enhanced by participating in local, national, and international leadership positions in organizations.

**OTA 121 Contemporary Models of Practice in Occupational Therapy**

| Units:  | 1 |
| Hours:  | 18 hours LEC |
| Prerequisite: | OTA 120 with a grade of "C" or better |
Significant changes in health care have resulted in a move away from the medical and institutional models to community-based models. This course will provide the Occupational Therapy Assistant (OTA) student with a foundation of knowledge that will allow the student to pursue practice opportunities in community-based and other non-traditional and emerging practice settings. In this course, the student will gain an understanding of the various disciplines involved in these settings, the role of or potential for occupational therapy (OT) services within these organizations and funding sources. The student will explore legislative aspects of OT in community-based and non-traditional services, further developing their professional advocacy skills. Students will also explore the profession’s philosophical beliefs about inclusion and OT service accessibility.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- apply knowledge of how OT history, philosophical base, theory, and sociopolitical climate influence society’s occupational needs and OT practice.
- apply evidence-based aspects of the benefits of balancing areas of occupation and the role of occupation in health promotion and illness prevention in community-based and non-traditional practice areas.
- engage the inter- and intraprofessional consultative process.
- describe care coordination, case management, and transition services in emerging practice environments.
- describe the process of collaboration with the OT when referral to other professions and/or community agencies is indicated.
- describe the process of collaboration with the OT when there is a need to design community-based programming to support occupational performance.
- identify and explain contextual, current policy issues, socioeconomic, political, geographic, and demographic factors affecting the practice of OT.
- explain the role and responsibility of the practitioner to advocate for changes in service delivery policies, effecting systems changes, recognizing opportunities in emerging practice, and expanding the role of the OTA.
- describe ways in which federal/state legislation and regulations and their implications affect emerging and/or underserved practice areas in OT.
- identify the need for and demonstrate the ability to participate in development, marketing, and management of service delivery options as related to emerging and/or underserved practice areas in OT.
- describe and participate in processes for quality management and improvement, implementing program changes as needed.
- demonstrate knowledge of liability issues in emerging models of service provision and the role of the OTA providing services on a contractual basis.
- promote OT by educating other professionals, service providers, consumers, third-party payers, regulatory bodies, and the public.

OTA 122 Introduction to Clinical Practice in Non-Traditional Settings

Units: 1  
Hours: 54 hours LAB  
Prerequisite: AH 106 with a grade of “C” or better  
Enrollment Limitation: Students must have completed all degree and college graduation requirements with the exception of OTA courses and be officially accepted into an OTA program cohort.  
Catalog Date: June 1, 2020

Through Level I fieldwork experiences, students will be introduced to non-traditional practice for individuals with conditions that limit or affect engagement in occupations. As participant observers, students will integrate academic experiences with Occupational Therapy (OT) process in fieldwork settings serving non-traditional clients, those not in typical clinical settings. Through interactions with clients and staff, students will develop skills in observation of occupational performance, clinical safety, therapeutic communication and clinical relationships, professional behavior and boundary-setting, and the self-awareness necessary to be a successful OT practitioner. Students will be required to complete 40 hours of clinical fieldwork during weekday business hours and attend 14 hours of on-campus discussion group. This course is graded Pass/No Pass. Note: Fieldwork sites may require current documentation for the following requirements: a physical examination, immunizations, a TB test, CPR certification for health personnel (level C), background check, fingerprinting, drug screen, proof of health insurance, and proof of automobile insurance if driving is involved as part of the clinical experience. Students are responsible for their own transportation to/from the fieldwork site.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- promote OT and define the distinct nature of occupation through outreach activities by educating other professionals, service providers, consumers, third-party payers, regulatory bodies, and the public.
- demonstrate sound judgment in regard to safety of self and others, adhering to safety regulations, in all academic and practice settings.
- demonstrate consistent application of therapeutic use of self and clinical reasoning as part of the therapeutic process.
- document client-centered and culturally relevant occupation-based interventions that enhance occupational performance and also address promotion, compensation, adaptation, and prevention when indicated, based on current evidence.
- demonstrate skills in contributing to the evaluation process by completion of the occupational profile.
- identify occupational needs through effective communication with patients, their families and significant others, and the interprofessional team in a responsive and responsible manner.
- describe various roles, dynamics, and desired attributes within the interprofessional team.
- demonstrate a knowledge and understanding of essential core documents from the American Occupational Therapy Association (AOTA) and how these guide ethical practice and decision-making in OT practice.
- demonstrate written and verbal reporting skills.
- demonstrate work behaviors that reflect the professional nature of OT practice.

OTA 123 Fundamentals of Clinical Documentation

Units: 1  
Hours: 18 hours LEC  
Prerequisite: See enrollment limitations  
Enrollment Limitation: Students must have completed all degree and college graduation requirements with the exception of core OTA courses and be officially accepted into an OTA program cohort.  
Catalog Date: June 1, 2020

In this course, the Occupational Therapy Assistant student will develop basic skills in clinical documentation. Students will be introduced to various documentation formats as required by different treatment settings and reimbursement systems. Students will be required to distinguish between subjective and objective reports and development of the clinical opinion and a plan based on these reports. The “Occupational Therapy Practice Framework” will be used as a tool critical to developing fluency in documentation terminology.

Student Learning Outcomes
Upon completion of this course, the student will be able to:

- define elements of the OT Practice Framework including features of the areas of occupation, performance skills and patterns, activity demands, contexts and environments, client factors, and the interaction of occupation and activity.
- report evaluation and outcome data under the supervision of an occupational therapist.
- demonstrate knowledge of technology in OT practice, to include electronic documentation systems.
- identify common reimbursement and coding systems, and documentation requirements that include justification for OT services.
- apply common medical terminology and abbreviations as components of effective clinical documentation.
- identify methods for documenting perspectives of the patient and caregiver, clinical data gathered as part of the OT process, clinical opinions, and intervention plans.
- create sample documentation notes, applying different formats used in practice.
- list legal factors in clinical documentation.

OTA 124 Introduction to Electronic Documentation for the OTA

<table>
<thead>
<tr>
<th>Units:</th>
<th>0.5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hours:</td>
<td>9 hours LEC</td>
</tr>
<tr>
<td>Prerequisite:</td>
<td>OTA 120 and 123 with grades of &quot;C&quot; or better</td>
</tr>
<tr>
<td>Catalog Date:</td>
<td>June 1, 2020</td>
</tr>
</tbody>
</table>

The use of electronic medical record (EMR) is an expected skill in health care practice as service providers establish compliance with federal mandates for medical information management. This course will provide the occupational therapy assistant student with an introduction to EMR formats, methods, reimbursement requirements, and legal issues. This course prepares the student for learning the basics of the EMR in preparation for Level II fieldwork.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- report evaluation and outcome data under the supervision of an occupational therapist.
- demonstrate knowledge of technology in OT practice, to include electronic documentation systems.
- identify and describe factors related to common reimbursement and coding systems, and explain documentation requirements that include justification for OT services.
- demonstrate basic skills in accessing various features of electronic documentation as related to occupational therapy service provision by the occupational therapy assistant.
- demonstrate how to enter specific data into the electronic medical record, including minutes and type(s) of service provided and billing codes.
- demonstrate how to enter relevant narrative information into the electronic medical record, including patient feedback and clinical assessment.

OTA 131 Occupational Therapy Theory and Process in Psychosocial Dysfunction

<table>
<thead>
<tr>
<th>Units:</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hours:</td>
<td>72 hours LEC; 54 hours LAB</td>
</tr>
<tr>
<td>Prerequisite:</td>
<td>See enrollment limitations</td>
</tr>
<tr>
<td>Corequisite:</td>
<td>OTA 122</td>
</tr>
<tr>
<td>Catalog Limitation:</td>
<td>Students must have completed all degree and college graduation requirements with the exception of OTA courses and be officially accepted into an OTA program cohort.</td>
</tr>
<tr>
<td>Catalog Date:</td>
<td>June 1, 2020</td>
</tr>
</tbody>
</table>

This course examines the role of the Occupational Therapy Assistant (OTA) when working with individuals who have mental health conditions, cognitive impairments, trauma histories, and/or disregulated behaviors in a range of settings and contexts. Students will explore areas of occupation, performance skills, performance patterns, contexts, activity demands, and client factors that affect engagement in occupation throughout the lifespan and how these are influenced by psychosocial factors. Occupational Therapy (OT) process will be addressed to include an understanding of an occupational profile, analysis of occupational performance, intervention planning and implementation, and methods to elicit therapeutic outcomes. Students will also advance their skills in activity analysis and the use of professional literature and resources, as well as their awareness of the theoretical models that influence clinical decision-making.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- demonstrate knowledge of concepts of human development, psychology, and behavior in adult populations, inclusive of factors in behavioral, social, and occupational science.
- explain how sociocultural, socioeconomic, diversity, and lifestyle factors affect the needs of individuals and groups.
- define social determinants of health, identifying risk, epidemiological, and public health factors for cognitive-behavioral populations.
- apply theory and evidence to OT intervention planning for cognitive-behavioral populations in a variety of contexts and settings.
- define the process of theory development and its importance to occupational therapy.
- apply knowledge of how OT history, philosophical base, theory, and sociopolitical climate influence society's occupational needs and OT practice.
- incorporate elements of the OT Practice Framework and the interaction of occupation and activity into clinical reasoning for cognitive-behavioral populations.
- identify evidence-based aspects of the benefits of balancing areas of occupation and the role of occupation in health promotion and illness prevention.
- identify the effects of disease processes and their impact on occupational performance in cognitive-behavioral populations.
- apply principles of activity analysis in order to grade, adapt, and modify activity demands and environments to optimize intervention plans and maximize occupational performance.
- demonstrate consistent application of therapeutic use of self and clinical reasoning as part of the therapeutic process.
- demonstrate skills in contributing to the evaluation process by completion of the occupational profile, as well as standardized and non-standardized assessments for collaboration in the intervention planning process.
- facilitate client-centered and culturally relevant occupation-based interventions that enhance occupational performance and also address promotion, compensation, adaptation, and prevention when indicated, based on current evidence.
- collect, organize, and report evaluation and outcome data under the supervision of an occupational therapist.
- select intervention strategies that remediate and/or compensate for functional cognitive, visual, and psychosocial/behavioral deficits that affect occupational performance.
- provide interventions to enhance safety, health and wellness, and performance in occupations, including occupation-based tasks, preparatory methods and tasks, education, and advocacy.
- demonstrate principles of teaching and learning as a part of OT process, using educational and health literacy approaches.
- monitor and communicate aspects of intervention outcomes and the justification to continue or modify treatment, in collaboration with the OT.
- identify occupational needs through effective communication with patients, their families and significant others, and the interprofessional team in a responsive and responsible manner.
OTA 132 Introduction to Clinical Practice in Psychosocial Dysfunction

Student Learning Outcomes
Upon completion of this course, the student will be able to:

- promote OT and define the distinct nature of occupation through outreach activities by educating other professionals, service providers, consumers, third-party payers, regulatory bodies, and the public.
- demonstrate sound judgment in regard to safety of self and others, adhering to safety regulations, in all academic and practice settings.
- demonstrate consistent application of therapeutic use of self and clinical reasoning as part of the therapeutic process.
- document client-centered and culturally relevant occupation-based interventions that enhance occupational performance and also address promotion, compensation, adaptation, and prevention when indicated, based on current evidence.
- demonstrate skills in contributing to the evaluation process by completion of the occupational profile.
- identify occupational needs through effective communication with patients, their families and significant others, and the interprofessional team in a responsive and responsible manner.
- describe various roles, dynamics, and desired attributes within the interprofessional team.
- demonstrate a knowledge and understanding of essential core documents from the American Occupational Therapy Association (AOTA) and how these guide ethical practice and decision-making in OT practice.
- demonstrate written and verbal reporting skills.
- demonstrate work behaviors that reflect the professional nature of OT practice.

OTA 140 Theoretical Foundations of Physical Dysfunction

This course introduces the Occupational Therapy Assistant (OTA) student to neurological, orthopedic, and medical conditions that result in physical disabilities. Students will explore areas of occupation, performance skills, performance patterns, contexts, activity demands, and client factors that affect engagement in occupation throughout the lifespan and how these are influenced by physical dysfunction. Students will also develop skills in the use of professional literature and resources, as well as an awareness of the theoretical models that influence clinical decision-making.

Student Learning Outcomes
Upon completion of this course, the student will be able to:

- articulate knowledge of the structure and function of the human body to include biological factors, neuroscience, kinesiology, and biomechanics.
- define social determinants of health, identifying risk, epidemiological, and public health factors for physical disability populations.
- apply theory and evidence to OT intervention planning for physical disability populations in a variety of contexts and settings.
- identify the effects of disease processes and their impact on occupational performance in physical disabilities populations.
- apply principles of activity analysis in order to grade, adapt, and modify activity demands and environments to optimize intervention plans and maximize occupational performance.
- describe indications, contraindications, and precautions for the use of superficial and deep thermal agents, electrotherapeutic agents, and mechanical devices as a preparatory intervention method.
- locate and demonstrate understanding of professional literature, including the quality of information sources, in order to contribute to evidence-based practice decisions.
- explain how scholarly activities and literature contribute to the development of the profession.
- demonstrate the skills to understand a scholarly report.
- explain how scholarly activities and literature contribute to the development of the profession.
- describe indications, contraindications, and precautions for the use of superficial and deep thermal agents, electrotherapeutic agents, and mechanical devices as a preparatory intervention method.
- locate and demonstrate understanding of professional literature, including the quality of information sources, in order to contribute to evidence-based practice decisions.
- explain how scholarly activities and literature contribute to the development of the profession.
- demonstrate the skills to understand a scholarly report.
- explain how scholarly activities and literature contribute to the development of the profession.
- describe indications, contraindications, and precautions for the use of superficial and deep thermal agents, electrotherapeutic agents, and mechanical devices as a preparatory intervention method.
- locate and demonstrate understanding of professional literature, including the quality of information sources, in order to contribute to evidence-based practice decisions.
- explain how scholarly activities and literature contribute to the development of the profession.
- demonstrate the skills to understand a scholarly report.
- explain how scholarly activities and literature contribute to the development of the profession.
- describe indications, contraindications, and precautions for the use of superficial and deep thermal agents, electrotherapeutic agents, and mechanical devices as a preparatory intervention method.
- locate and demonstrate understanding of professional literature, including the quality of information sources, in order to contribute to evidence-based practice decisions.
- explain how scholarly activities and literature contribute to the development of the profession.
- demonstrate the skills to understand a scholarly report.
- explain how scholarly activities and literature contribute to the development of the profession.
- describe indications, contraindications, and precautions for the use of superficial and deep thermal agents, electrotherapeutic agents, and mechanical devices as a preparatory intervention method.
- locate and demonstrate understanding of professional literature, including the quality of information sources, in order to contribute to evidence-based practice decisions.
- explain how scholarly activities and literature contribute to the development of the profession.
- demonstrate the skills to understand a scholarly report.
- explain how scholarly activities and literature contribute to the development of the profession.
- describe indications, contraindications, and precautions for the use of superficial and deep thermal agents, electrotherapeutic agents, and mechanical devices as a preparatory intervention method.
- locate and demonstrate understanding of professional literature, including the quality of information sources, in order to contribute to evidence-based practice decisions.
- explain how scholarly activities and literature contribute to the development of the profession.
- demonstrate the skills to understand a scholarly report.
- explain how scholarly activities and literature contribute to the development of the profession.
- describe indications, contraindications, and precautions for the use of superficial and deep thermal agents, electrotherapeutic agents, and mechanical devices as a preparatory intervention method.
- locate and demonstrate understanding of professional literature, including the quality of information sources, in order to contribute to evidence-based practice decisions.
- explain how scholarly activities and literature contribute to the development of the profession.
- demonstrate the skills to understand a scholarly report.
- explain how scholarly activities and literature contribute to the development of the profession.
- describe indications, contraindications, and precautions for the use of superficial and deep thermal agents, electrotherapeutic agents, and mechanical devices as a preparatory intervention method.
- locate and demonstrate understanding of professional literature, including the quality of information sources, in order to contribute to evidence-based practice decisions.
- explain how scholarly activities and literature contribute to the development of the profession.
- demonstrate the skills to understand a scholarly report.
- explain how scholarly activities and literature contribute to the development of the profession.
- describe indications, contraindications, and precautions for the use of superficial and deep thermal agents, electrotherapeutic agents, and mechanical devices as a preparatory intervention method.
- locate and demonstrate understanding of professional literature, including the quality of information sources, in order to contribute to evidence-based practice decisions.
- explain how scholarly activities and literature contribute to the development of the profession.
- demonstrate the skills to understand a scholarly report.
- explain how scholarly activities and literature contribute to the development of the profession.
- describe indications, contraindications, and precautions for the use of superficial and deep thermal agents, electrotherapeutic agents, and mechanical devices as a preparatory intervention method.
- locate and demonstrate understanding of professional literature, including the quality of information sources, in order to contribute to evidence-based practice decisions.
- explain how scholarly activities and literature contribute to the development of the profession.
- demonstrate the skills to understand a scholarly report.
- explain how scholarly activities and literature contribute to the development of the profession.
- describe indications, contraindications, and precautions for the use of superficial and deep thermal agents, electrotherapeutic agents, and mechanical devices as a preparatory intervention method.
- locate and demonstrate understanding of professional literature, including the quality of information sources, in order to contribute to evidence-based practice decisions.
- explain how scholarly activities and literature contribute to the development of the profession.
- demonstrate the skills to understand a scholarly report.
- explain how scholarly activities and literature contribute to the development of the profession.
- describe indications, contraindications, and precautions for the use of superficial and deep thermal agents, electrotherapeutic agents, and mechanical devices as a preparatory intervention method.
- locate and demonstrate understanding of professional literature, including the quality of information sources, in order to contribute to evidence-based practice decisions.
- explain how scholarly activities and literature contribute to the development of the profession.
- demonstrate the skills to understand a scholarly report.
- explain how scholarly activities and literature contribute to the development of the profession.
- describe indications, contraindications, and precautions for the use of superficial and deep thermal agents, electrotherapeutic agents, and mechanical devices as a preparatory intervention method.
- locate and demonstrate understanding of professional literature, including the quality of information sources, in order to contribute to evidence-based practice decisions.
- explain how scholarly activities and literature contribute to the development of the profession.
- demonstrate the skills to understand a scholarly report.
- explain how scholarly activities and literature contribute to the development of the profession.
- describe indications, contraindications, and precautions for the use of superficial and deep thermal agents, electrotherapeutic agents, and mechanical devices as a preparatory intervention method.
- locate and demonstrate understanding of professional literature, including the quality of information sources, in order to contribute to evidence-based practice decisions.
- explain how scholarly activities and literature contribute to the development of the profession.
- demonstrate the skills to understand a scholarly report.
- explain how scholarly activities and literature contribute to the development of the profession.
- describe indications, contraindications, and precautions for the use of superficial and deep thermal agents, electrotherapeutic agents, and mechanical devices as a preparatory intervention method.
- locate and demonstrate understanding of professional literature, including the quality of information sources, in order to contribute to evidence-based practice decisions.
- explain how scholarly activities and literature contribute to the development of the profession.
- demonstrate the skills to understand a scholarly report.
- explain how scholarly activities and literature contribute to the development of the profession.
- describe indications, contraindications, and precautions for the use of superficial and deep thermal agents, electrotherapeutic agents, and mechanical devices as a preparatory intervention method.
- locate and demonstrate understanding of professional literature, including the quality of information sources, in order to contribute to evidence-based practice decisions.
- explain how scholarly activities and literature contribute to the development of the profession.
- demonstrate the skills to understand a scholarly report.
- explain how scholarly activities and literature contribute to the development of the profession.
- describe indications, contraindications, and precautions for the use of superficial and deep thermal agents, electrotherapeutic agents, and mechanical devices as a preparatory intervention method.
- locate and demonstrate understanding of professional literature, including the quality of information sources, in order to contribute to evidence-based practice decisions.
- explain how scholarly activities and literature contribute to the development of the profession.
- demonstrate the skills to understand a scholarly report.

OTA 141 Occupational Therapy Process in Physical Dysfunction

This course introduces the Occupational Therapy Assistant (OTA) student to neurological, orthopedic, and medical conditions that result in physical disabilities. Students will explore areas of occupation, performance skills, performance patterns, contexts, activity demands, and client factors that affect engagement in occupation throughout the lifespan and how these are influenced by physical dysfunction. Students will also develop skills in the use of professional literature and resources, as well as an awareness of the theoretical models that influence clinical decision-making.

Student Learning Outcomes
Upon completion of this course, the student will be able to:

- articulate knowledge of the structure and function of the human body to include biological factors, neuroscience, kinesiology, and biomechanics.
- define social determinants of health, identifying risk, epidemiological, and public health factors for physical disability populations.
- apply theory and evidence to OT intervention planning for physical disability populations in a variety of contexts and settings.
- identify the effects of disease processes and their impact on occupational performance in physical disabilities populations.
- apply principles of activity analysis in order to grade, adapt, and modify activity demands and environments to optimize intervention plans and maximize occupational performance.
- describe indications, contraindications, and precautions for the use of superficial and deep thermal agents, electrotherapeutic agents, and mechanical devices as a preparatory intervention method.
- locate and demonstrate understanding of professional literature, including the quality of information sources, in order to contribute to evidence-based practice decisions.
- explain how scholarly activities and literature contribute to the development of the profession.
- demonstrate the skills to understand a scholarly report.
This course examines the role of the Occupational Therapy Assistant (OTA) when working with individuals who have orthopedic, neurological, or medical conditions. Occupational Therapy (OT) process will be addressed, to include an understanding of an occupational profile, analysis of occupational performance, as well as intervention planning, implementation, and approaches. Students will also develop skills in selected assessments, clinical documentation, and the selection and use of therapeutic activities and media to elicit engagement in occupation and therapeutic outcomes.

### Student Learning Outcomes

Upon completion of this course, the student will be able to:

- incorporate elements of the OT Practice Framework and the interaction of occupation and activity into clinical reasoning for physical disabilities populations.
- demonstrate consistent application of therapeutic use of self and clinical reasoning as part of the therapeutic process.
- demonstrate skills in contributing to the evaluation process by completion of the occupational profile, as well as standardized and non-standardized assessments for collaboration in the intervention planning process.
- facilitate client-centered and culturally relevant occupation-based interventions that enhance occupational performance and also address promotion, compensation, adaptation, and prevention when indicated, based on current evidence.
- collect, organize, and report evaluation and outcome data under the supervision of an occupational therapist.
- select intervention strategies that mediate and/or compensate for functional visual deficits that affect occupational performance.
- provide interventions to enhance safety, health and wellness, and performance in occupations, including occupation-based tasks, preparatory methods and tasks, education, and advocacy.
- explain and demonstrate strategies for use of assistive technologies to enhance occupational performance.
- explain the need for, and design, fabricate, apply, fit, and train others in orthotics to enhance occupational performance.
- provide training in basic and advanced functional mobility, including transfers, wheelchair management, and mobility devices.
- provide training to enhance community mobility, including driver rehabilitation and community access.
- demonstrate knowledge of technology in OT practice, to include virtual environments.
- demonstrate interventions for dysphagia and feeding disorders, including precautions and techniques, for adult populations.
- apply principles of ergonomics based on client needs and contexts, and with consideration for technological advances.
- demonstrate principles of teaching and learning as a part of OT process, using educational and health literacy approaches.
- monitor and communicate aspects of intervention outcomes and the justification to continue or modify treatment, in collaboration with the OT.
- identify occupational needs through effective communication with patients, their families and significant others, and the interprofessional team in a responsive and responsible manner.
- demonstrate effective and role-appropriate OT/OTA collaboration in the screening and evaluation process.
- describe the role of the OTA in implementing discharge plan designed by the OT and the interprofessional team that includes resources and considers the discharge environment.
- demonstrate sound judgment in regard to safety of self and others, adhering to safety regulations, in all academic and practice settings.

### OTA 142 Introduction to Clinical Practice in Physical Dysfunction

**Units:** 1  
**Hours:** 54 hours LAB  
**Prerequisite:** OTA 110 and 111 with grades of "C" or better  
**Corequisite:** OTA 141  
**Catalog Date:** June 1, 2020

Through Level I fieldwork experiences, students will be introduced to clinical practice for individuals with physical disabilities that limit or affect engagement in occupation. As participant observers, students will integrate academic experiences with Occupational Therapy (OT) process in settings serving clients with a variety of physical challenges and degrees of disability. Through interactions with clients and staff, students will develop skills in observation of occupational performance, clinical safety, therapeutic communication and clinical relationships, professional behavior and boundary-setting, and the self-awareness necessary to be a successful OT practitioner. Students will be required to complete 40 hours of clinical fieldwork during weekday business hours and attend 14 hours of on-campus discussion group. This course is graded Pass/No Pass. Note: Fieldwork sites may require current documentation for the following requirements: a physical examination, immunizations, a TB test, CPR certification for health personnel (level C), background check, fingerprinting, drug screen, proof of health insurance, and proof of automobile insurance if driving is involved as part of the clinical experience. Students are responsible for their own transportation to/from the fieldwork site.

### Student Learning Outcomes

Upon completion of this course, the student will be able to:

- promote OT and define the distinct nature of occupation through outreach activities by educating other professionals, service providers, consumers, third-party payers, regulatory bodies, and the public.
- demonstrate sound judgment in regard to safety of self and others, adhering to safety regulations, in all academic and practice settings.
- demonstrate consistent application of therapeutic use of self and clinical reasoning as part of the therapeutic process.
- document client-centered and culturally relevant occupation-based interventions that enhance occupational performance and also address promotion, compensation, adaptation, and prevention when indicated, based on current evidence.
- demonstrate skills in contributing to the evaluation process by completion of the occupational profile.
- identify occupational needs through effective communication with patients, their families and significant others, and the interprofessional team in a responsive and responsible manner.
- describe various roles, dynamics, and desired attributes within the interprofessional team.
- demonstrate a knowledge and understanding of essential core documents from the American Occupational Therapy Association (AOTA) and how these guide ethical practice and decision-making in OT practice.
- demonstrate written and verbal reporting skills.
- demonstrate work behaviors that reflect the professional nature of OT practice.

### OTA 150 Occupational Therapy Process and Practice in Developmental Disabilities and Pediatric Conditions

**Units:** 2.5  
**Hours:** 36 hours LEC, 27 hours LAB  
**Prerequisite:** See enrollment limitations  
**Corequisite:** OTA 152  
**Enrollment Limitation:** Students must have completed all degree and college graduation requirements with the exception of OTA courses and be officially accepted into an OTA program cohort.
This course introduces developmental disabilities and common conditions of children and adolescents referred for occupational therapy treatment. The scope of occupational therapy, the types of practice settings, and the role of the occupational therapy assistant in pediatrics and developmental disabilities are also covered. Common frames of references, evaluation tools and procedures, and intervention strategies used in pediatric occupational therapy practice are presented.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- demonstrate knowledge of concepts of human development, psychology, and behavior in pediatric and adolescent populations, inclusive of factors in behavioral, social, and occupational science.
- define social determinants of health, identifying risk, epidemiological, and public health factors for pediatric and adolescent populations.
- apply theory and evidence to OT intervention planning for pediatric and adolescent populations in a variety of contexts and settings.
- incorporate elements of the OT Practice Framework and the interaction of occupation and activity into clinical reasoning for pediatric and adolescent populations.
- identify the effects of disease processes and their impact on occupational performance in pediatric and adolescent populations.
- demonstrate consistent application of therapeutic use of self and clinical reasoning as part of the therapeutic process.
- demonstrate skills in contributing to the evaluation process by completion of the occupational profile, as well as standardized and non-standardized assessments for collaboration in the intervention planning process.
- facilitate client-centered and culturally relevant occupation-based interventions that enhance occupational performance and also address promotion, compensation, adaptation, and prevention when indicated, based on current evidence.
- collect, organize, and report evaluation and outcome data under the supervision of an occupational therapist.
- select intervention strategies that remediate and/or compensate for functional cognitive, visual, and psychosocial or behavioral deficits that affect occupational performance.
- provide interventions to enhance safety, health and wellness, and performance in occupations, including occupation-based tasks, preparatory methods and tasks, education, and advocacy.
- explain and demonstrate strategies for use of assistive technologies to enhance occupational performance.
- explain the need for orthotics in pediatric populations to enhance occupational performance.
- explain variables of dysphagia and feeding disorders, including precautions and techniques, for pediatric populations.
- demonstrate effective and role-appropriate OT/OTA collaboration in the screening and evaluation process.
- demonstrate sound judgment in regard to safety of self and others, adhering to safety regulations, in all academic and practice settings.

**OTA 152 Introduction to Clinical Practice in Pediatric Conditions**

<table>
<thead>
<tr>
<th>Units:</th>
<th>0.5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hours:</td>
<td>27 hours LAB</td>
</tr>
<tr>
<td>Prerequisite:</td>
<td>See enrollment limitations</td>
</tr>
<tr>
<td>Corequisite:</td>
<td>OTA 150</td>
</tr>
<tr>
<td>Enrollment Limitation:</td>
<td>Students must have completed all degree and college graduation requirements with the exception of OTA courses and be officially accepted into an OTA program cohort.</td>
</tr>
<tr>
<td>Catalog Date:</td>
<td>June 1, 2020</td>
</tr>
</tbody>
</table>

Through Level I fieldwork experiences, students will be introduced to clinical practice for individuals with pediatric or developmental conditions that limit or affect engagement in occupation. As participant observers, students will integrate academic experiences with Occupational Therapy (OT) process in settings serving clients with a variety of occupational challenges and degrees of disability. Through interactions with clients and staff, students will develop skills in observation of occupational performance, clinical safety, therapeutic communication and clinical relationships, professional behavior and boundary-setting, and the self-awareness necessary to be a successful OT practitioner. Students will be required to complete 20 hours of clinical fieldwork and attend 7 hours of on-campus discussion group. This course is graded Pass/No Pass. Note: Fieldwork sites may require current documentation for the following requirements: a physical examination, immunizations, a TB test, CPR certification for health personnel (level C), background check, fingerprinting, drug screen, proof of health insurance, and proof of automobile insurance if driving is involved as part of the clinical experience. Students are responsible for their own transportation to/from the fieldwork site.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- promote OT and define the distinct nature of occupation through outreach activities by educating other professionals, service providers, consumers, third-party payers, regulatory bodies, and the public.
- demonstrate sound judgment in regard to safety of self and others, adhering to safety regulations, in all academic and practice settings.
- demonstrate consistent application of therapeutic use of self and clinical reasoning as part of the therapeutic process.
- document client-centered and culturally relevant occupation-based interventions that enhance occupational performance and also address promotion, compensation, adaptation, and prevention when indicated, based on current evidence.
- demonstrate skills in contributing to the evaluation process by completion of the occupational profile.
- identify occupational needs through effective communication with patients, their families and significant others, and the interprofessional team in a responsive and responsible manner.
- describe various roles, dynamics, and desired attributes within the interprofessional team.
- demonstrate a knowledge and understanding of essential core documents from the American Occupational Therapy Association (AOTA) and how these guide ethical practice and decision-making in OT practice.
- demonstrate written and verbal reporting skills.
- demonstrate work behaviors that reflect the professional nature of OT practice.

**OTA 160 Fieldwork Level II for the Occupational Therapy Assistant**

<table>
<thead>
<tr>
<th>Units:</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hours:</td>
<td>324 hours LAB</td>
</tr>
<tr>
<td>Prerequisite:</td>
<td>OTA 131 and 132 with grades of &quot;C&quot; or better</td>
</tr>
<tr>
<td>Corequisite:</td>
<td>OTA 162</td>
</tr>
<tr>
<td>Catalog Date:</td>
<td>June 1, 2020</td>
</tr>
</tbody>
</table>

This course concentrates on the application of knowledge and skills for the occupational therapy assistant (OTA) student. The student is placed in a supervised fieldwork setting, which provides the student with the opportunity for carrying out professional responsibility with appropriate supervision and professional role modeling. Students complete 320 hours of supervised fieldwork in a facility working with patients with physical and/or psychosocial dysfunction. Students will be placed in two distinctly different clinical settings for OTA 160 and OTA 161 in order to experience a broad range of clinical expectations and
Upon completion of this course, the student will be able to:

- demonstrate sound judgment in regard to safety of self and others, adhering to safety regulations, in all academic and practice settings.
- demonstrate consistent application of therapeutic use of self and clinical reasoning as part of the therapeutic process.
- demonstrate skills in contributing to the evaluation process by completion of the occupational profile, as well as standardized and non-standardized assessments for collaboration in the intervention planning process.
- facilitate client-centered and culturally relevant occupation-based interventions that enhance occupational performance and also address promotion, compensation, adaptation, and prevention when indicated, based on current evidence.
- identify occupational needs through effective communication with patients, their families and significant others, and the interprofessional team in a responsive and responsible manner.
- implement a discharge plan designed by the OT and the interprofessional team that includes resources and considers the discharge environment.
- demonstrate a knowledge and understanding of essential core documents from the American Occupational Therapy Association (AOTA) and how these guide ethical practice and decision-making in OT practice.
- demonstrate written and verbal reporting skills.
- demonstrate work behaviors that reflect the professional nature of OT practice.
- demonstrate the ability to accept professional feedback and modify behavior and actions based on feedback.

**OTA 161 Fieldwork Level II for the Occupational Therapy Assistant**

This course concentrates on the application of knowledge and skills for the occupational therapy assistant (OTA) student. The student is placed in a supervised fieldwork setting, which provides the student with the opportunity for carrying out professional responsibility with appropriate supervision and professional role modeling. Students complete 320 hours of supervised fieldwork in a facility working with patients with physical and/or psychosocial dysfunction. Students will be placed in two distinctly different clinical settings for OTA 160 and OTA 161 in order to experience a broad range of clinical expectations and scenarios, while progressively refining and advancing skills from one course to the next. Fieldwork sites are assigned by the fieldwork coordinator. This course is graded Pass/No Pass. Note: Fieldwork sites may require current documentation for the following requirements: a physical examination, immunizations, a TB test, CPR certification for health personnel (level C), background check, fingerprinting, drug screen, proof of health insurance, and proof of automobile insurance if driving is involved as part of the clinical experience. Students are responsible for their own transportation to/from the fieldwork site.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- demonstrate sound judgment in regard to safety of self and others, adhering to safety regulations, in all academic and practice settings.
- demonstrate consistent application of therapeutic use of self and clinical reasoning as part of the therapeutic process.
- demonstrate skills in contributing to the evaluation process by completion of the occupational profile, as well as standardized and non-standardized assessments for collaboration in the intervention planning process.
- facilitate client-centered and culturally relevant occupation-based interventions that enhance occupational performance and also address promotion, compensation, adaptation, and prevention when indicated, based on current evidence.
- identify occupational needs through effective communication with patients, their families and significant others, and the interprofessional team in a responsive and responsible manner.
- implement a discharge plan designed by the OT and the interprofessional team that includes resources and considers the discharge environment.
- demonstrate a knowledge and understanding of essential core documents from the American Occupational Therapy Association (AOTA) and how these guide ethical practice and decision-making in OT practice.
- demonstrate written and verbal reporting skills.
- demonstrate work behaviors that reflect the professional nature of OT practice.
- demonstrate the ability to accept professional feedback and modify behavior and actions based on feedback.

**OTA 162 Practice Skills for First Rotation OTA Level II Fieldwork**

This course, taken in conjunction with OTA 160, provides the OTA student with structured lab activities to support success in clinical activities during Level II fieldwork. Students will practice the occupational therapy assessment and treatment needs of various populations through the lifespan. To ensure currency in a range of topics, this lab will also include activities related to OTA scope of practice, documentation, regulations, productivity, and reimbursement. National certification exam and licensing preparation activities will also be included.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- demonstrate sound judgment in regard to safety of self and others, adhering to safety regulations, in all academic and practice settings.
- identify client-centered and culturally relevant occupation-based interventions that enhance occupational performance and also address promotion, compensation, adaptation, and prevention when indicated, based on current evidence.
- demonstrate skills in contributing to the evaluation process by completion of the occupational profile, as well as standardized and non-standardized assessments for collaboration in the intervention planning process.
● collect, organize, and report evaluation and outcome data under the supervision of an occupational therapist.
● select intervention strategies that remediate and/or compensate for functional cognitive, visual, and psychosocial/behavioral deficits that affect occupational performance.
● provide interventions to enhance safety, health and wellness, and performance in occupations, including occupation-based tasks, preparatory methods and tasks, education, and advocacy.
● describe care coordination, case management, and transition services in traditional practice environments.
● describe variables that justify to continuation or modification of selected interventions, in collaboration with the OT.
● state the requirements and procedures for securing certification and licensure as an OTA.
● define strategies for legal and ethical factors in supervision of the OTA and OT aides.
● understand principles of teaching and learning in the role of the OTA, as applied to patient education and academic settings.
● define how the role of the professional is enhanced by participating in local, national, and international leadership positions in organizations.
● identify and develop strategies for ongoing professional development to maintain current knowledge of OT practice and comply with licensing requirements.

OTA 163 Practice Skills for Second Rotation OTA Level II Fieldwork

Units: 0.5
Hours: 27 hours LAB
Prerequisite: None.
Corequisite: OTA 161
Catalog Date: June 1, 2020

This course, taken in conjunction with OTA 161, provides the OTA student with structured lab activities to support success in clinical activities during Level II fieldwork. Students will practice the occupational therapy assessment and treatment needs of various populations through the lifespan. To ensure currency in a range of topics, this lab will also include activities related to OTA scope of practice, documentation, regulations, productivity, and reimbursement. National certification exam and licensing preparation activities will also be included.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

● demonstrate sound judgment in regard to safety of self and others, adhering to safety regulations, in all academic and practice settings.
● identify client-centered and culturally relevant occupation-based interventions that enhance occupational performance and also address promotion, compensation, adaptation, and prevention when indicated, based on current evidence.
● demonstrate skills in contributing to the evaluation process by completion of the occupational profile, as well as standardized and non-standardized assessments for collaboration in the intervention planning process.
● collect, organize, and report evaluation and outcome data under the supervision of an occupational therapist.
● select intervention strategies that remediate and/or compensate for functional cognitive, visual, and psychosocial/behavioral deficits that affect occupational performance.
● provide interventions to enhance safety, health and wellness, and performance in occupations, including occupation-based tasks, preparatory methods and tasks, education, and advocacy.
● describe care coordination, case management, and transition services in traditional practice environments.
● describe variables that justify to continuation or modification of selected interventions, in collaboration with the OT.
● state the requirements and procedures for securing certification and licensure as an OTA.
● define strategies for legal and ethical factors in supervision of the OTA and OT aides.
● understand principles of teaching and learning in the role of the OTA, as applied to patient education and academic settings.
● define how the role of the professional is enhanced by participating in local, national, and international leadership positions in organizations.
● identify and develop strategies for ongoing professional development to maintain current knowledge of OT practice and comply with licensing requirements.

OTA 295 Independent Studies in Occupational Therapy Assistant

Units: 1 - 3
Hours: 54 - 162 hours LAB
Prerequisite: None.
Enrollment Limitation: Only students officially enrolled in the Occupational Therapy Assistant Program, and in good-standing, are eligible for this course.
Catalog Date: June 1, 2020

This course allows an individual student enrolled in the Occupational Therapy Assistant Program to study, research, and participate in clinical or community activities beyond the scope of regularly offered classes, pursuant to an agreement among the college, faculty members, and the student.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

● produce work independently on occupational therapy related topics.

OTA 299 Experimental Offering in Occupational Therapy Assistant

Units: 0.5 - 4
Prerequisite: None.
Catalog Date: June 1, 2020

Faculty

Marilyn Armbruster
Adjunct Assistant Professor
Ernest Escovedo
Adjunct Assistant Professor
More About the Program

OTA PROGRAM DETAILS > (/ACADEMICS/OCCUPATIONAL-THERAPY-ASSISTANT-PROGRAM-DETAILS)

Accredited By

Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA)

6116 Executive Blvd.
North Bethesda, MD 20852-4929
(301) 652-AOTA

FIND OUT MORE > (HTTPS://WWW.AOTA.ORG/EDUCATION-CAREERS/ACCREDITATION.ASPX)

Health and Health Professions

(/academics/meta-majors/health-and-health-professions)

This program is part of the Health and Health Professions meta major.