

OCCUPATIONAL THERAPY ASSISTANT, A.A.S. - OTA3

Occupational Therapy is a health care specialty that employs the use of purposeful activity, occupations and exercise for individuals who are limited by physical injury or illness, psychosocial dysfunction, cognitive dysfunction, developmental or learning disabilities, or the aging process, in order to maximize independence in Activities of Daily Living (ADLs), prevent disability and maintain health. Occupational therapy assistants work closely with occupational therapists to provide services that encompass evaluation, treatment, intervention and consultation.

Admissions: Acceptance into Piedmont Technical College's OTA program is competitive and is limited to 24 students to begin fall semester. See the college calendar or website for application dates.

To become eligible to apply for the Occupational Therapy Assistant program, applicants must complete the following:

1. Complete the following courses (minimum "C" grade required):

| Courses | Course Title | Credit Hours |
|---------|----------------------------|--------------|
| BIO 210 | Anatomy and Physiology I | 4 |
| BIO 211 | Anatomy and Physiology II | 4 |
| COL 103 | College Skills | 3 |
| ENG 101 | English Composition I | 3 |
| MAT 120 | Probability and Statistics | 3 |
| PSY 201 | General Psychology | 3 |

2. Minimum grade point average for the above courses of 3.0. A grade point average calculator can be found under the Application and Advising tab.
3. Completion of TEAS test in reading and math.
4. Good academic standing at the college.

Students are required to maintain a current American Heart Association "Basic Life Support" certification throughout the major studies courses.

Requirements

| Courses | Course Title | Credit Hours |
|---|------------------------------|--------------|
| General Education Courses | | |
| BIO 210 | Anatomy and Physiology I | 4 |
| BIO 211 | Anatomy and Physiology II | 4 |
| COL 103 | College Skills | 3 |
| ENG 101 | English Composition I | 3 |
| MAT 120 | Probability and Statistics | 3 |
| PSY 201 | General Psychology | 3 |
| PSY 203 | Human Growth and Development | 3 |
| SPC 205 | Public Speaking | 3 |
| Elective Humanities/Fine Arts (https://catalog.ptc.edu/student-handbook/advising-registration/general-education-courses/) | | 3 |
| Subtotal | | 29 |

| Required Core Subject Areas | | |
|------------------------------------|--|-----------|
| OTA 105 | Therapeutic Analysis in Occupational Therapy | 3 |
| OTA 135 | Therapeutic Media II | 1 |
| OTA 162 | PsychoSocial Dysfunction | 3 |
| OTA 164 | Physical Dysfunction | 6 |
| OTA 176 | Pediatric Development and Dysfunction | 4 |
| Subtotal | | 17 |

| Other Hours Required for Graduation | | |
|--|--|-----------|
| OTA 101 | Fundamentals of Occupational Therapy | 3 |
| OTA 142 | OTA Clinical Introduction I (Level I Fieldwork) | 1 |
| OTA 144 | OTA Clinical Introduction II (Level I Fieldwork) | 1 |
| OTA 155 | Gerontology | 2 |
| OTA 203 | Kinesiology for Occupational Therapy | 3 |
| OTA 213 | Group Process and Dynamics | 2 |
| OTA 245 | Occupational Therapy Departmental Management | 2 |
| OTA 262 | OTA Clinical Application I | 7 |
| OTA 264 | OTA Clinical Application II | 7 |
| Subtotal | | 28 |

| | |
|--------------------|-----------|
| Total Hours | 74 |
|--------------------|-----------|

Graduation Plan

Enrollment in clinical coursework requires admission to the program. See Application and Advising section for more information.

Fall Start

| Course | Title | Hours |
|----------------------|----------------------------|-----------|
| First Year | | |
| Fall Semester | | |
| BIO 210 | Anatomy and Physiology I | 4 |
| COL 103 | College Skills | 3 |
| ENG 101 | English Composition I | 3 |
| MAT 120 | Probability and Statistics | 3 |
| PSY 201 | General Psychology | 3 |
| Hours | | 16 |

| | | |
|---|------------------------------|-----------|
| Spring Semester | | |
| BIO 211 | Anatomy and Physiology II | 4 |
| PSY 203 | Human Growth and Development | 3 |
| SPC 205 | Public Speaking | 3 |
| Elective Humanities/Fine Arts (https://catalog.ptc.edu/student-handbook/advising-registration/general-education-courses/) | | 3 |
| Hours | | 13 |

| | | |
|----------------------|--|-----------|
| Second Year | | |
| Fall Semester | | |
| OTA 101 | Fundamentals of Occupational Therapy | 3 |
| OTA 105 | Therapeutic Analysis in Occupational Therapy | 3 |
| OTA 203 | Kinesiology for Occupational Therapy | 3 |
| OTA 213 | Group Process and Dynamics | 2 |
| Hours | | 11 |

Spring Semester

| | | |
|--------------|---|-----------|
| OTA 142 | OTA Clinical Introduction I (Level I Fieldwork) | 1 |
| OTA 155 | Gerontology | 2 |
| OTA 164 | Physical Dysfunction | 6 |
| OTA 176 | Pediatric Development and Dysfunction | 4 |
| Hours | | 13 |

Summer Semester

| | | |
|--------------|--|----------|
| OTA 135 | Therapeutic Media II | 1 |
| OTA 144 | OTA Clinical Introduction II (Level I Fieldwork) | 1 |
| OTA 162 | PsychoSocial Dysfunction | 3 |
| OTA 245 | Occupational Therapy Departmental Management | 2 |
| Hours | | 7 |

Third Year

Fall Semester

| | | |
|--------------------|-----------------------------|-----------|
| OTA 262 | OTA Clinical Application I | 7 |
| OTA 264 | OTA Clinical Application II | 7 |
| Hours | | 14 |
| Total Hours | | 74 |

Application Process

This is a limited enrollment program that has special admissions requirements. These requirements must be completed before you can be accepted.

If you are a new student, there are three key steps to complete before entering the program:

- Step 1: Apply to the college and complete the enrollment process (<https://www.ptc.edu/admissions/new-students/>)
- Step 2: Take the necessary courses and testing (if required) to become Program-Ready
- Step 3: Apply to the program

Are you Program-Ready?

Before applying for program entry, be sure you meet the requirements for acceptance. Start by connecting with an advisor and review program requirements.

We've also provided the resources below to assist you with the program acceptance process.

Fact Sheet

Fact Sheets are designed for students and advisors to review program-specific requirements and program application procedures. Please make an appointment with your advisor to discuss your academic goals and progress, and to develop your individualized degree plan.

Review the Fact Sheet (https://www.ptc.edu/sites/default/files/documents/new_healthcare_documents/ota-factsheet.pdf)

GPA Calculator

There are minimum GPA requirements for program-ready coursework. The Program-Ready GPA Calculator can be used to calculate your GPA.

Use GPA Calculator (https://websrv.ptc.edu/program_ready_gpa_calc/)

Application Worksheet

The application worksheet is used to calculate points toward competitive program entry.

Review the Worksheet (https://www.ptc.edu/sites/default/files/documents/new_healthcare_documents/ota-app-worksheet.pdf)

TEAS Testing

Candidates for entry into the Associate Degree Nursing program and the Occupational Therapy Assistant program must take the TEAS test. When you are eligible for entry into the program, you must complete testing before starting the application process.

Learn More about Testing (<https://www.ptc.edu/college-resources/academic-resources/testing-center/healthcare-testing/>)

Observation Hours Form

A total of 20 observation hours in at least 2 different settings are required prior to program application. Observation hours may be completed in person or virtually through the link below. Please note that the cost for the virtual observation option is \$65. This cost is not associated with program cost.

Optional Virtual Observation Hours (<https://www.clinedweb.com/courses/intro-to-ot-observation-hours/>)

The Observation Hours Form must be emailed to the Occupational Therapy Assistant program director for verification to receive credit. Additional information and instructions are provided on the form.

Observation Hours Form (https://www.ptc.edu/sites/default/files/documents/new_healthcare_documents/ota_observation_form.pdf)

Health Care Program Acceptance Data

These are NOT the scores required to be accepted. These are scores from past applicants that were accepted. Since the applicant pool changes each time, there is no way to predict how high the application points need to be for acceptance into the program.

Acceptance Data (https://www.ptc.edu/sites/default/files/documents/new_healthcare_documents/hc-acceptance-data.pdf)

Coursework by Track

Refer to the Coursework by Track link below for a specific list of courses needed to complete the Health Care Certificate for your desired Health Care program of study. Once you click the link, navigate to your specific program under Coursework by Track.

Coursework by Track

Health Care FAQ

We strongly recommend that students review the Health Care Division FAQ to be fully aware of our program entry requirements.

Learn More (<https://www.ptc.edu/academics/schools-programs/health-care/program-ready-resources/health-care-faq/>)

Apply to the Program

Once you've taken the necessary steps to become program ready, it's time to apply to the program.

Applications are accepted for the fall entry into college healthcare programs on the following schedule:

- Application Dates - May 1-16
- Notification of Program Acceptance Emails Sent - Mid June*

Program applications must be submitted during the scheduled dates for this program to be considered.

Note: If you haven't already done so, you must apply to the college (<https://www.ptc.edu/admissions/new-students/>) before completing the program application.

Complete The Program Application (<https://dynamicforms.ngwebsolutions.com/casAuthentication.ashx?InstID=1044802d-1272-4242-821c-3b248559b0d0&targetUrl=https%3a%2f%2fdynamicforms.ngwebsolutions.com%2fSubmit%2fStart%2f9e57b481-713b-4fd3-99c5-26593359bc42>)

* Students accepted into any Healthcare program will be required to attend a program orientation. Accepted students will NOT be excused from attending this mandatory orientation.

Current Student Resources

Occupational Therapy Assistant Handbook

Read the Handbook (https://www.ptc.edu/sites/default/files/documents/new_healthcare_documents/ota-handbook.pdf)

Health Care Division Handbook

This handbook is designed to be utilized in conjunction with the PTC Academic Catalog, PTC Student Calendar and Handbook and PTC Health Care webpages. Please refer to them for additional information.

Read the Handbook (https://www.ptc.edu/sites/default/files/documents/new_healthcare_documents/hc-handbook.pdf)

Health Care FAQ

We strongly recommend that students review the Health Care Division FAQ to be fully aware of our program entry requirements.

Learn More (<https://www.ptc.edu/academics/schools-programs/health-care/program-ready-resources/health-care-faq/>)

Health Care Readmission

Health Care readmission students who fail or withdraw from a Health Care curriculum class must complete and submit a readmission application in order to be considered for readmission.

Complete the Form (<https://www.ptc.edu/health-care-readmission/>)

Accreditation Information

The Piedmont Technical College OTA Program, is accredited by:

The Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA)
7501 Wisconsin Avenue, Suite 510E
Bethesda, MD 20814

(301) 652-AOTA
www.acoteonline.org (<http://www.acoteonline.org/>)

Graduates are eligible to sit for the national certification examination for the occupational therapy assistant administered by the National Board for Certification in Occupational Therapy, Inc. (NBCOT). Successful completion of this exam entitles the individual to practice as a Certified Occupational Therapy Assistant (COTA) under the supervision of a registered occupational therapist. In addition, most states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. Note that a criminal conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure. To learn more about the ACOTE standards, visit www.ptc.edu/ACOTE (<http://www.ptc.edu/ACOTE/>).

The sponsoring institution (Piedmont Technical College) assumes primary responsibility for appointment of faculty, admission of students, and curriculum planning at all locations where the program is offered. This would include course content, satisfactory completion of the educational program, and granting of the degree. The sponsoring institution(s) must also be responsible for the coordination of classroom teaching and supervised fieldwork practice and for providing assurance that the practice activities assigned to students in a fieldwork setting are appropriate to the program.

Accreditation Status: (https://acoteonline.org/schools/?_schools=ota-associate&_status=probationary-accreditation&_state=sc) Probationary Accreditation

ACOTE 2018: OTA Standards (<https://acoteonline.org/accreditation-explained/standards/>)

School Performance: Program performance data on the NBCOT certification examination (<https://www.nbcot.org/Educators-Folder/SchoolPerformance/>)

NBCOT Certification

Graduates of the program will be eligible to sit for the NBCOT examination to become a practicing occupational therapy assistant. The examination is administered by the National Board for Certification in Occupational Therapy (NBCOT) (<https://www.nbcot.org/>), located at 12 South Summit Avenue, Suite 100, Gaithersburg, MD 20877. NBCOT's phone number is (301) 990-7979.

NBCOT eligibility: A felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure. For entering students with a concern in this area, NBCOT can be contacted directly for information related to the Early Determination and Character Review process for approval to take the NBCOT certification examination. You can see the NBCOT Pass Rate at <https://www.nbcot.org/Educators-Folder/SchoolPerformance> (<https://www.nbcot.org/Educators-Folder/SchoolPerformance/>).

Program Outcomes

The OTA program documents the following program outcomes:

Outcome Data (https://www.ptc.edu/sites/default/files/documents/new_healthcare_documents/ota-outcomes.pdf)

Three year NBCOT examination pass rate at 80% or higher, regardless of the number of attempts.

Three year average job placement of not less than 75% within 12 months of graduation.

Program completion rates are evaluated annually by both the college and the program.

Cost of Attendance

Cost of Attendance (<https://www.ptc.edu/cost-financial-aid/tuition-fees/>)

Estimated Cost of OTA Program (https://www.ptc.edu/sites/default/files/documents/hs_resources/Estimated%20Costs%20of%20attendance%20Piedmont%20Technical%20College%20OTA%20program.pdf)

Program Student Learning Outcomes

The student learning outcomes of the Occupational Therapy Assistant program are the ACOTE B Standards.

Human Body, Development, and Behavior

1. Demonstrate knowledge of:

- The structure and function of the human body to include the biological and physical sciences, neurosciences, kinesiology, and biomechanics.
- Human development throughout the lifespan (infants, children, adolescents, adults, and older adults). Course content must include, but is not limited to, developmental psychology.
- Concepts of human behavior to include the behavioral sciences, social sciences, and science of occupation (B.1.1).

2. Explain the role of sociocultural, socioeconomic, and diversity factors, as well as lifestyle choices in contemporary society to meet the needs of persons, groups, and populations (e.g., principles of psychology, sociology, and abnormal psychology) (B.1.2.).

3. Demonstrate knowledge of the social determinants of health for persons, groups, and populations with or at risk for disabilities and chronic health conditions. This must include an understanding of the epidemiological factors that impact the public health and welfare of populations (B.1.3.).

Scientific Evidence, Theories, Models of Practice, and Frames of Reference

4. Apply scientific evidence, theories, models of practice, and frames of reference that underlie the practice of occupational therapy to guide and inform interventions for persons, groups, and populations in a variety of practice contexts and environments (B.2.1).

5. Define the process of theory development and its importance to occupational therapy (B.2.2.)

OT History, Philosophical Base, Theory, and Sociopolitical Climate

6. Apply knowledge of occupational therapy history, philosophical base, theory, and sociopolitical climate and their importance in meeting society's current and future occupational needs as well as how these factors influence and are influenced by practice (B.3.1.)

7. Apply knowledge of occupational therapy history, philosophical base, theory, and sociopolitical climate and their importance in meeting society's current and future occupational needs as well as how these factors influence and are influenced by practice (B.3.2.).

8. Explain to consumers, potential employers, colleagues, third-party payers, regulatory boards, policymakers, and the general public the distinct nature of occupation and the evidence that occupation supports performance, participation, health, and well-being (B.3.3.)

9. Demonstrate knowledge of scientific evidence as it relates to the importance of balancing areas of occupation; the role of occupation in the promotion of health; and the prevention of disease, illness, and dysfunction for persons, groups, and populations (B.3.4.)

10. Demonstrate knowledge of the effects of disease processes including heritable diseases, genetic conditions, mental illness, disability, trauma, and injury on occupational performance (B.3.5.)

11. Demonstrate activity analysis in areas of occupation, performance skills, performance patterns, context(s) and environments, and client factors to implement the intervention plan (B.3.6.)

12. Demonstrate sound judgment in regard to safety of self and others and adhere to safety regulations throughout the occupational therapy process as appropriate to the setting and scope of practice. This must include the ability to assess and monitor vital signs (e.g., blood pressure, heart rate, respiratory status, and temperature) to ensure that the client is stable for intervention (B.3.7.).

Therapeutic Use of Self

13. Demonstrate therapeutic use of self, including one's personality, insights, perceptions, and judgments, as part of the therapeutic process in both individual and group interaction (B.4.1.)

14. Demonstrate clinical reasoning to address occupation-based interventions, client factors, performance patterns, and performance skills (B.4.2.).

15. Utilize clinical reasoning to facilitate occupation-based interventions that address client factors. This must include interventions focused on promotion, compensation, adaptation, and prevention (B.4.3.)

16. Contribute to the evaluation process of client(s)' occupational performance, including an occupational profile, by administering standardized and non-standardized screenings and assessment tools

and collaborating in the development of occupation-based intervention plans and strategies (B.4.4.)

17. 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 (B.4.4.).

18. Intervention plans and strategies must be client centered, culturally relevant, reflective of current occupational therapy practice, and based on available evidence (B.4.4.).

19. Under the direction of an occupational therapist, collect, organize, and report on data for evaluation of client outcomes (B.4.6.).

20. Demonstrate an understanding of the intervention strategies that remediate and/or compensate for functional cognitive deficits, visual deficits, and psychosocial and behavioral health deficits that affect occupational performance (B.4.9.).

21. Provide direct interventions and procedures to persons, groups, and populations to enhance safety, health and wellness, and performance in occupations. This must include the ability to select and deliver occupations and activities, preparatory methods and tasks (including therapeutic exercise), education and training, and advocacy (B.4.10.).

22. Explain the need for and demonstrate strategies with assistive technologies and devices (e.g., electronic aids to daily living, seating and positioning systems) used to enhance occupational performance and foster participation and well-being (B.4.11.).

23. Explain the need for orthotics, and design, fabricate, apply, fit, and train in orthoses and devices used to enhance occupational performance and participation. Train in the safe and effective use of prosthetic devices (B.4.12.).

24. Provide training in techniques to enhance functional mobility, including physical transfers, wheelchair management, and mobility devices. (B.4.13.).

25. Provide training in techniques to enhance community mobility, and address transportation transitions, including driver rehabilitation and community access (B.4.14.).

26. Demonstrate knowledge of the use of technology in practice, which must include:

- Electronic documentation systems
- Virtual environments
- Telehealth technology (B.4.15.).

27. Demonstrate interventions that address dysphagia and disorders of feeding and eating, and train others in precautions and techniques while considering client and contextual factors (B.4.16.).

28. Define the safe and effective application of superficial thermal agents, deep thermal agents, electrotherapeutic agents, and mechanical devices as a preparatory measure to improve occupational performance. This must include indications, contraindications, and precautions (B.4.17.).

29. Assess, grade, and modify the way persons, groups, and populations perform occupations and activities by adapting processes, modifying environments, and applying ergonomic principles to reflect the changing

needs of the client, sociocultural context, and technological advances (B.4.18.).

30. Engage in the consultative process with persons, groups, programs, organizations, or communities in collaboration with inter- and intraprofessional colleagues (B.4.19.).

31. Understand and articulate care coordination, case management, and transition services in traditional and emerging practice environments (B.4.20.).

32. Demonstrate the principles of the teaching– learning process using educational methods and health literacy education approaches:

- To design activities and clinical training for persons, groups, and populations.
- To instruct and train the client, caregiver, family, significant others, and communities at the level of the audience (B.4.21.).

33. Monitor and reassess, in collaboration with the client, caregiver, family, and significant others, the effect of occupational therapy intervention and the need for continued or modified intervention, and communicate the identified needs to the occupational therapist (B.4.22.).

34. Identify occupational needs through effective communication with patients, families, communities, and members of the interprofessional team in a responsive and responsible manner that supports a team approach to the promotion of health and wellness (B.4.23.).

35. Demonstrate effective intraprofessional OT/OTA collaboration to explain the role of the occupational therapy assistant and occupational therapist in the screening and evaluation process (B.4.24.).

36. Demonstrate awareness of the principles of interprofessional team dynamics to perform effectively in different team roles to plan, deliver, and evaluate patient- and population-centered care as well as population health programs and policies that are safe, timely, efficient, effective, and equitable (B.4.25.).

37. Identify and communicate to the occupational therapist the need to refer to specialists both internal and external to the profession, including community agencies (B.4.26.).

38. Identify and communicate to the occupational therapist the need to design community and primary care programs to support occupational performance for persons, groups, and population (B.4.27.).

39. Implement a discharge plan from occupational therapy services that was developed by the occupational therapist in collaboration with the client and members of the interprofessional team by reviewing the needs of the client, caregiver, family, and significant others; available resources; and discharge environment (B.4.28.).

40. Demonstrate knowledge of various reimbursement systems and funding mechanisms (e.g., federal, state, third party, private payer), treatment/diagnosis codes (e.g., CPT®, ICD, DSM® codes), and coding and documentation requirements that affect consumers and the practice of occupational therapy. Documentation must effectively communicate the need and rationale for occupational therapy services (B.4.29.).

Context of Service Delivery, Leadership, and Management of Occupational Therapy Services

41. Identify and explain the contextual factors; current policy issues; and socioeconomic, political, geographic, and demographic factors on the delivery of occupational therapy services for persons, groups, and populations and social systems as they relate to the practice of occupational therapy (B.5.1).
42. Explain the role and responsibility of the practitioner to advocate for changes in service delivery policies, effect changes in the system, recognize opportunities in emerging practice areas, and advocate for opportunities to expand the occupational therapy assistant's role (B.5.2.).
43. Explain an understanding of the business aspects of practice including, but not limited to, financial management, billing, and coding (B.5.3.).
44. Define the systems and structures that create federal and state legislation and regulations, and their implications and effects on persons, groups, and populations, as well as practice (B.5.4.).
45. Provide care and programs that demonstrate knowledge of applicable national requirements for credentialing and requirements for licensure, certification, or registration consistent with federal and state laws (B.5.5.).
46. Identify the need and demonstrate the ability to participate in the development, marketing, and management of service delivery options (B.5.6.).
47. Participate in the documentation of ongoing processes for quality management and improvement (e.g., outcome studies analysis and client engagement surveys) and implement program changes as needed to demonstrate quality of services (B.5.7.).
48. Define strategies for effective, competency-based legal and ethical supervision of occupational therapy assistants and non-occupational therapy personnel (B.5.8.).

Scholarship

49. Locate and demonstrate understanding of professional literature, including the quality of the source of information, to make evidence-based practice decisions in collaboration with the occupational therapist (B.6.1).
50. Explain how scholarly activities and literature contribute to the development of the profession (B.6.1).
51. Understand the difference between quantitative and qualitative research studies (B.6.2.).
52. Demonstrate the skills to understand a scholarly report (B.6.3.).
53. Understand the principles of teaching and learning in preparation for work in an academic setting (B.6.6.).

Ethical Reasoning

54. Demonstrate knowledge of the American Occupational Therapy Association (AOTA) Occupational Therapy Code of Ethics and AOTA

Standards of Practice and use them as a guide for ethical decision making in professional interactions, client interventions, employment settings, and when confronted with personal and organizational ethical conflicts (B.7.1.).

55. Demonstrate knowledge of how the role of a professional is enhanced by participating and engaging in local, national, and international leadership positions in organizations or agencies (B.7.2.).

56. Promote occupational therapy by educating other professionals, service providers, consumers, third-party payers, regulatory bodies, and the public (B.7.3.).

57. Identify and develop strategies for ongoing professional development to ensure that practice is consistent with current and accepted standards (B.7.4.).

58. Demonstrate knowledge of personal and professional responsibilities related to:

- Liability issues under current models of service provision.
- Varied roles of the occupational therapy assistant providing service on a contractual basis (B.7.5.).

Piedmont Technical College assumes primary responsibility for appointment of faculty, admission of students and curriculum planning at all locations where the program is offered. This would include course content, satisfactory completion of the educational program and granting of the degree. Piedmont Technical College also assumes responsibility for the coordination of classroom teaching and supervised fieldwork practice and for providing assurance that the practice activities assigned to students in a fieldwork setting are appropriate to the program (adapted from ACOTE Standard A.1.4).