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Occupational
Therapy Assistant
Student

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OTA

Train For A Career As An

Occupational Therapy Assistant

ASSOCIATE OF OCCUPATIONAL
SCIENCE DEGREE PROGRAM



We all dream of **success**.
Our goal is to help you achieve it.



Meet American Career College

With over 40 years of experience in healthcare training and more than 50,000 alumni in California, ACC is here to help you make your goals a reality.

Our classes are modeled after real-life scenarios, using the same medical tools and equipment you'll use on the job. That way, you're prepared to jump in on your very first day. We provide education focused on real-world skills and knowledge, giving our students the opportunity to change their lives for the better.

What is an Occupational Therapy Assistant?

Occupational therapy assistants help a wide range of patients — from children with disabilities to accident survivors — develop or recover skills for daily living and working. They help select activities to fit patients' needs, record progress, and provide instruction on the use of adaptive equipment.¹

For example, an occupational therapist can help kids develop fine motor skills or master basic tasks such as brushing their teeth. They help tackle a multitude of barriers that affect a person's emotional, social, and physical needs. They work with individuals who have physical and cognitive impairments, psychosocial dysfunction, mental illness, and developmental (or learning) challenges.^{1,2}

Occupational therapy assistants can work in a range of facilities, including offices of health practitioners, nursing care facilities, and hospitals.³

¹ <https://kidshealth.org/en/parents/occupational-therapy.html>

² <https://www.movingwithhope.org/posts/occupational-therapists-and-mental-health-interventions/>

³ <https://www.labormarketinfo.edd.ca.gov/cgi/databrowsing/occExplorerQSDetails.asp?searchCriteria=&careerID=&menuChoice=occExplorer&geogArea=0601000000&soccode=312011&search=Explore+Occupation>

Occupational Therapy Assistant Skillset



Enhance Quality of Life

Create environmental and task-related adaptations to improve patients' ability to perform daily activities such as dressing and bathing.



Patient Care

Practice measuring and recording patient heart rates.



Maintain Progress Reports

Record patients' progress, report to occupational therapists, and carry out other administrative tasks.



Occupational Therapy Assistant Program

The program is divided into eight 10-week terms and includes both general education courses and OTA core courses. The last four months of the program are dedicated to a full-time fieldwork experience under the supervision of an OTA or OT professional.

General Education Courses:

ANAT200 Clock Hours 20 | Quarter Credits 2 **Introduction to Anatomy and Physiology**

The purpose of this course is to understand the organization and general plan of the body and the importance of how the human body functions. This includes an introduction to the human body, chemical aspects of life, cells, tissues, membranes, integumentary system, skeletal system, muscular system, nervous system, and senses.

ANAT200-L Clock Hours 40 | Quarter Credits 2 **Introduction to Anatomy and Physiology Lab**

The purpose of this laboratory course is to develop an understanding of the organization and general plan of the body, maintaining homeostasis, and the importance of how the human body functions through applied and practical learning. Practical exposure to systems of study will include, but is not limited to: the study of cells and tissues, the integumentary, skeletal, muscular, nervous, endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary, and

reproductive systems. Concepts of development, metabolism, fluid and electrolyte balance, pregnancy, prenatal development, genetics and their impact on human movement and health are included. Laboratory learning activities will include identification of anatomical structures, surface anatomy, and their function and relationship to homeostasis.

ENGL100 Clock Hours 40 | Quarter Credits 4 **Written Communications I****

This course provides instruction in the process of effective written communication for a variety of formats. It initially focuses on four basic areas of effective writing: unity, specifics, coherence, and grammar. The course will utilize reading, discussion and personal insight to increase students' capacity to write simple paragraphs, formal essays, reports and research projects. Students will be equipped with techniques that facilitate creative, academic, and professional written communication. Additionally, students will be given library activities to enhance research skills.

MATH100 Clock Hours 40 | Quarter Credits 4 **College Mathematics I**

This course will cover mathematical logic, Boolean algebra, set theory, number abstractions, operations and their properties, monomials, polynomials, equations, and inequalities.

PSYC100 Clock Hours 40 | Quarter Credits 4 **Introduction to Psychology****

This course provides basic psychological concepts such as, the nervous system, memory, intelligence and development along with Freudian, humanistic, social, cognitive, and trait theories.

*Courses delivered in a blended format, a combination of online and on ground.

**Courses delivered fully online.

Occupational Therapy Assistant Core Courses:

ANAT206 Clock Hours 60 | Quarter Credits 4 **Anatomy and Physiology for Rehab Professionals***

This course is a continuation of Anatomy 200, designed for the student in the rehab profession, with a focus on the musculoskeletal and nervous systems. In this course, students will further explore body tissues, the nervous system, and the skeletal and muscular systems in depth. This will ensure the students are well prepared for what they may encounter in the clinical setting and be able to identify specific bones and muscles, including their origin, insertion, and innervation.

OTA130 Clock Hours 60 | Quarter Credits 4 **Conditions in Occupational Therapy I***

This course is the first in a series of two courses that apply knowledge of conventional anatomy and physiology as a basis for understanding how disease and injury are disruptors for occupational performance; this course focuses on pediatric and mental health conditions. Emphasis is placed on the client's experience of the disease or injury (client-centered) and how that influences the quality and degree to which they are able to engage in daily occupations, while also addressing underlying neurological mechanisms where relevant. Students will be introduced to therapy interventions and learn the role of OT practitioners in the management of disease. Students will begin to build the research skills that will help identify evidence-based OT interventions associated with specific pathologies. Attention to infection control and treatment techniques related to each condition will be emphasized.

OTA170 Clock Hours 60 | Quarter Credits 4 **Conditions in Occupational Therapy II***

This course is the second in a series of two courses that apply knowledge of conventional anatomy and physiology as a basis for understanding how disease and injury are disruptors for occupational performance; this course focuses on physical conditions. Emphasis is placed on the client's experience of the disease or injury (client-centered) and how that influences the quality and degree to which they are able to engage in daily occupations, while also addressing underlying neurological mechanisms where relevant. Students will be introduced to therapy interventions and learn the role of OT practitioners in the management of disease. Students will begin to build the research skills that will help identify evidence-based OT interventions associated with specific pathologies. Attention to vital signs assessment and treatment techniques related to each condition will be emphasized.

HP215 Clock Hours 60 | Quarter Credits 4 **Professional Communications for Health Professionals***

Professional Communications for the Health Professionals prepares students to produce verbal and written communications appropriate to practice environments and community. Emphasis is placed on communicating in a manner that is sensitive to age, gender, culture and/or socioeconomic status. The course further expands on the importance of communicating to the client and public the value of occupational therapy in the achievement of health that was introduced in Principles of Occupational Therapy. Documentation skills introduced in OTA200, HP200, and OTA210 are further developed, incorporating commonly accepted medical terminology and occupational therapy language.

HP220 Clock Hours 40 | Quarter Credits 3 **Interprofessional Collaborative Practice and Cultural Competence in Health Care***

This course advances students' knowledge and skill in professional and legal communications used with a wide range of audiences involved in health services delivery. Emphasis is placed on effective interprofessional team skills and the specific roles of OT practitioners, as well as Occupational Therapy's contributions to health promotion. Students further examine cultural factors impacting service delivery. Additional topics include state and federal regulation, quality improvement, and supervision of nonprofessional personnel.

HP230 Clock Hours 20 | Quarter Credits 2 **Business Concepts in Healthcare**

This course is designed to introduce basic management concepts and an overview of federal and state systems and structures impacting OT practice. Students will explore responsibilities of practice managers with further identification of sociopolitical challenges specific to the healthcare setting. Topics such as advocacy for clients and the profession, credentialing and licensure, reimbursement, marketing, quality improvement, supervision of personnel and students, professional development, and liability issues will be covered.

OTA100 Clock Hours 20 | Quarter Credits 2 **Principles of Occupational Therapy**

This course presents an introduction to occupational therapy, including the historical development, philosophy, models of practice, theoretical concepts, and the influence of socioeconomic status and ethnicity on occupational performance. Emphasis is on the roles of the occupational therapy assistant. Topics include the role of occupations and activities in daily life and health and wellness; education and functions of Occupational Therapy Professionals in the US and

abroad; an introduction to the Occupational Therapy Practice Framework III (OTPF III) as it applies to clients and influences practice; current healthcare environment and the emphasis on client participation.

OTA200 Clock Hours 60 | Quarter Credits 4 **Therapeutic Use of Occupations**

This course builds on foundational concepts introduced in OTA100. The OTPF III is explored as a tool to understand occupation, occupational performance, and engagement. Occupational and activity analysis methods are introduced and applied to occupations representing lifespan periods. Teaching-learning principles and techniques and the role of practice models, frames of reference, and evidence-based practice are incorporated into learning activities. Introduction to professional documentation and official documents informing OT practice

OTA210 Clock Hours 60 | Quarter Credits 4 **Human Structure and Function in Occupational Therapy***

This course uses the knowledge gained from anatomy and physiology and applies it to the physiological and mechanical principles of movement, specifically during occupational performance. This will include the study of the function of the skeletal, muscular, and neuromuscular systems during normal performance and how pathology of these systems impacts the performance of occupations. The OTPF III will be emphasized as it pertains to client factors.

OTA220 Clock Hours 30 | Quarter Credits 2 **Group Dynamics and Leadership***

This course emphasizes experiential learning and understanding of group dynamics. The focus is placed on group process, group roles, and the relationship of the self to the group. Concepts taught include group development, roles and functions of groups, decision making, followership, leadership, conflict resolution, negotiation, and relational communication. Students will learn about frames of reference and practice models used to plan and lead therapeutic groups designed for varied client populations.

OTA245 Clock Hours 80 | Quarter Credits 5 **Occupational Performance from Birth to Adolescence***

The first in a sequence of courses addressing the emergence of occupational behaviors, skills, and life roles in humans throughout the lifespan. This course presents theoretical frameworks and models for understanding the occupational nature of the pediatric population at home, at work, and in the community. Approaches to applying the occupational therapy process by the occupational therapy assistant is studied within the contexts of a variety of disorders,

conditions and circumstances affecting this period of human development. Varied service delivery contexts are considered along with the performance expectations of the OTA in each setting.

OTA225 Clock Hours 20 | Quarter Credits 1
Introduction to Fieldwork

This course is designed to prepare students for their fieldwork experiences. Lab instruction will include topics relevant to safe and ethical occupational therapy practice in any setting, including patient confidentiality and HIPAA, OT Code of Ethics, diversity, and interdisciplinary teamwork. Students will earn CPR and basic first aid certificates, and will be guided through the process of being medically cleared for client contact in a practice setting. Students will also learn and practice skills relevant to professional communication (written and verbal) and collaboration, legal and ethical issues in fieldwork and practice, and will address supervisory issues relevant to practice settings with or without occupational therapy services, in order to best prepare for Level 1 Fieldwork experiences.

OTA230 Clock Hours 80 | Quarter Credits 3
Level I Fieldwork

This is a health-related, work-based learning experience in which emphasis is placed on development of professional behaviors, communication skills, and beginning intervention skills within a practice setting. Structured assignments will be focused on identifying supports and barriers to occupational performance within the site's population, and on identifying strategies and interventions to enhance occupational performance. Students will work directly with clients (adults and/or children) with a variety of diagnoses and needs. Throughout the experience, students will address the psychological and social needs of the site's population. Students will complete several standardized assessments and develop and lead psychosocially-oriented groups. Students will gain experience with documentation and intervention planning.

Direct supervision will be provided by a qualified professional at the site. FWI provides students with opportunities to apply general skills learned in previous courses and specific skills learned in co-requisite OT courses. An accompanying lab allows students to share and process their experiences as a group and to develop and practice relevant skills.



OTA250 Clock Hours 60 | Quarter Credits 4
Occupational Therapy Services in Psychosocial Settings*

This course will examine the occupational therapy process in relation to individuals with psychosocial disorders and disruptions. Topics include assessment/evaluation tools and techniques, frames of reference, group processes and group dynamics, psychiatric diagnosis based on the current Diagnostic and Statistical Manual, effective documentation skills, and intervention strategies specific to this population. Using the OTPF III as a guide, students build their abilities to plan, implement, and evaluate interventions for persons representing the full lifespan. Personal and professional development as a professional responsibility is included.

OTA260 Clock Hours 80 | Quarter Credits 5
Occupational Performance in Adulthood*

The second in a sequence of courses addressing the emergence of occupational behaviors, skills, and life roles in humans throughout the lifespan. This course presents theoretical frameworks and models for understanding the occupational nature of adults at home, at work, and in the community. Approaches to applying the occupational therapy process by the occupational therapy assistant is studied within the contexts of a variety of disorders, conditions and circumstances affecting this period of human development. Varied service delivery contexts are considered along with the performance expectations of the OTA in each setting.

OTA270 Clock Hours 80 | Quarter Credits 5
Occupational Performance in the Elderly*

The third in a sequence of courses addressing the emergence of occupational behaviors, skills, and life roles in humans throughout the lifespan. This course presents theoretical frameworks and models for understanding the occupational nature of the elderly at home, in work-related environments, in temporary and long-term institutional settings, and in the community. Approaches to applying the occupational therapy process by the occupational therapy assistant is studied within the contexts of a variety of disorders, conditions, and circumstances affecting this period of human development. Varied service delivery contexts are considered along with the performance expectations of the OTA in each setting. Students are exposed to specialized interventions such as low vision, fall prevention, and driver rehabilitation.

OTA280 Clock Hours 30 | Quarter Credits 2
OTA Clinical Competency

This course provides an opportunity for OTA students to advance and review key practice skills essential for successful OTA performance at fieldwork sites. Through a blended lecture and in-class lab, students will gain the knowledge, skills, and confidence to perform successfully in varied practice settings with a wide range of client populations. The primary focus will be to review and demonstrate competent performance in all essential skills for safe practice as an OTA student under the supervision of a licensed OT.



OTA290-A Clock Hours 350 | Quarter Credits 12
Level II Fieldwork A

This is the first of two 350 hour culminating fieldwork experiences that provide students the opportunity to integrate and build on earlier knowledge, skills, and clinical experiences from quarters 1-5. Students apply critical thinking and problem solving skills in real fieldwork practice settings. Students, under the supervision of a qualified OT practitioner, work directly with clients (adults and children) with a wide variety of diagnoses and occupational disruptions.

OTA290-B Clock Hours 350 | Quarter Credits 12
Level II Fieldwork B

This is the second of two 350 hour culminating fieldwork experiences that provide students the opportunity to integrate and build on earlier knowledge, skills, and clinical experiences from quarters 1-5. Students apply critical thinking and problem solving skills in real fieldwork practice settings. Students, under the supervision of a qualified OT practitioner, work directly with clients (adults and children) with a wide variety of diagnoses and occupational disruptions.

PROGRAM TOTAL: 1780 Clock Hours
98 Quarter Credits

“ From financial aid down to the reps here, they really care about the students. ”

- ANOTHONY R. 2017

Start Your **Change** Today



Accreditation

The Los Angeles, Anaheim, and Ontario campuses are institutionally accredited by the Accrediting Bureau of Health Education Schools (ABHES). ABHES: 6116 Executive Blvd., Suite 730, North Bethesda, MD 20852, (301) 291-7550 / www.abhes.org.

The Occupational Therapy Assistant (Associate of Occupational Science) program is programmatically accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA) ACOTE: 4720 Montgomery Lane, Suite 200, Bethesda, MD 20814-3449 / Phone: (301) 652-AOTA / www.acoteonline.org.

Campus Locations		Orange County
Accrediting Bureau of Health Education Schools (ABHES)		
Retention Rates: Based on the calculation required by ACC's accrediting body, ABHES. ABHES defines retention rate as the number of graduates plus students who enrolled as of June 30, 2021, divided by the number of students who were in school from July 1, 2019 to June 30, 2020 and were still enrolled as of July 1, 2020 plus new starts during the reporting period and students who reentered between July 1, 2020 and June 30, 2021.		79%
Placement Rates: Based on the calculation required by ACC's accrediting body, ABHES. ABHES defines placement rates as the number of graduates who are working in their field of training divided by the total number of graduates during the reporting period (July 1, 2020–June 30, 2021) minus the number of graduates who were unavailable for employment.		52%
California Bureau for Private Postsecondary Education (BPPE)		
On-time Completion Rates: The number of students who completed the program within 100% of the published program length who were scheduled to graduate in 2020 divided by the number of students who began the program who were scheduled to complete the program within 100% of the published program length within 2020 and excludes all students who cancelled during the cancellation period, minus the number of students who have died, been incarcerated, or been called to active military duty.		74%
Placement Rates: The number of students who completed the program within 100% or 150% of the published program length who were scheduled to graduate in 2020 and are gainfully employed in the field divided by the number of graduates available for employment. Graduates employed in the field means graduates who beginning within six months after a student completes the applicable educational program are gainfully employed, whose employment has been reported, and for whom the institution has documented verification of 35 days employment. For occupations for which the state requires passing an examination, the six month period begins after the announcement of the examination results for the first examination available after a student completes an applicable educational program.		35%
Licensure Passage Rates		
Based on the number of graduates between July 1, 2020 and June 30, 2021 who passed the exam (any attempt) divided by the number of graduates who took the reported licensing exam.		85%
Program Costs		
Includes tuition and fees for the entire program, and assumes normal completion. Tuition and fees are subject to change.		\$59,346.50
O*Net Occupation Titles	SOC Code	Links to Occupational Profiles on O*Net
Certified Occupational Therapy Assistant (COTA), Certified Occupational Therapy Assistant-Licensed (COTA-L), Occupational Therapy Assistant (OTA), Certified Occupational Therapist Assistant (COTA), Occupational Therapist Assistant, Behavior Specialist, Certified Occupational Therapist Assistant/Licensed (COTA/L), Licensed Occupational Therapy Assistant, School Based Certified Occupational Therapy Assistant.	31-2011.00	http://www.onetonline.org/link/summary/31-2011.00
Certified Occupational Rehabilitation Aide (CORA), Direct Service Professional, Direct Support Staff, Occupational Therapy Aide (OT Aide), Occupational Therapy Technician (OT Tech), Rehabilitation Aide (Rehab Aide), Rehabilitation Services Aide, Rehabilitation Technician (Rehab Tech), Restorative Aide, Restorative Coordinator	31-2012.00	http://www.onetonline.org/link/summary/31-2012.00
To obtain a list of the objective sources of information used to substantiate the salary disclosures, please refer to the California Employment Development Department website at: http://www.labormarketinfo.edd.ca.gov/occguides/Search.asp . ACC provides career guidance and assistance but cannot guarantee employment. Programs lengths vary by schedule and session. The opinion is the individual's sole opinion and not necessarily representative of that of the school, any instructor or any other student.		

Location

Orange County campus

Duration

Approximately 20 months

Schedule

Combination of campus and online instruction. Schedule will vary by quarter.

Enrollment Requirements

- Some of the admissions requirements include:
- » Must be at least 18 or have a parent's or guardian's signature
 - » Must have a high school diploma or the equivalent
 - » Must take and pass entrance exams

Be sure to speak with an admissions advisor to get all the necessary information to apply for the Occupational Therapy Assistant program.

Instructional Equipment

Here are some of the exciting tools you will get hands-on experience with: fully equipped functioning kitchen, two fully equipped bathrooms, functioning washer-dryer station, typical bedroom for practice, adaptive equipment for bathing, dressing, grooming, feeding and cooking, anatomical charts and models, skeletons, ICU simulation lab, hand evaluation kits with dynamometer, pinch meters, and goniometers, sensation tests, electrotherapy, cryotherapy, ultrasound, hydrocollator, resistant equipment for hand and arm exercise, handwriting training supplies and adaptive equipment, projectors, computers, and monitors for presentations, pulse oximeters and blood pressure kits, sensory modulation supplies for adults and children, toys and games for children, transfer boards, tub benches, commode chairs, treatment tables, mats, wheelchairs with position equipment, a variety of walkers and canes, fully equipped splinting center, wide variety of developmental, sensory, motor, cognitive, and functional assessments, games, workbooks, arts and crafts supplies, educational DVDs and popular videos, patient education reference materials.

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