



**Vice-presidency of Academic and Student Affairs
School of Health**

**INFORMATIVE MANUAL
FOR STUDENTS OF THE
OCCUPATIONAL THERAPIST ASSISTANT PROGRAM**

Occupational Therapy Assistant Associate Degree

2019-2023

Table of Contents

| | |
|--|-----------|
| Licenses and Accreditations | 5 |
| Huertas Vision, Mission, and Philosophy..... | 6 |
| Institutional Organizational Chart..... | 7 |
| Figure 1.1 Institutional Organization Chart..... | 7 |
| Mission and Philosophy of the Program | 8 |
| Program Goals..... | 10 |
| Program Objectives..... | 11 |
| Graduate Profile | 12 |
| Program Goals..... | 25 |
| Qualifications and Requirements | 27 |
| Description of the Profession..... | 27 |
| Requirements for Clinical Practice Centers..... | 28 |
| License and Credentials..... | 28 |
| Professional Association Memberships | 29 |
| General Responsibilities of an Occupational Therapist Assistant:..... | 30 |
| Section 504 of the Rehabilitation Act of 1973 –Reasonable Accommodations Act..... | 30 |
| Cardiopulmonary Resuscitation (CPR) Certification..... | 31 |
| HIPAA Certification..... | 31 |
| Infection Control Orientation | 31 |
| Intervention in Crisis- Non-violent and Protective Techniques | 31 |
| Practice Insurance..... | 31 |
| Estimated Program Costs..... | 32 |
| Financial Aid..... | 32 |
| General Description of the Study Program Sequence..... | 33 |
| Occupational Therapy Assistant Associate Degree Program | 35 |

| | |
|--|-----------|
| Completion in Timely Manner Policy..... | 47 |
| Characteristics of the Occupational Therapist Assistant Student | 48 |
| Academic Standards | 49 |
| 1) Admissions Criteria and Process | 49 |
| 2) Policy of Satisfactory Academic Progress..... | 50 |
| 3) Credit validation for transferred and prior learning policy..... | 50 |
| 4) Work Experience Validation Credit | 51 |
| 5) OTA Program Enrollment and Pre-Enrollment..... | 51 |
| 6) Graduation | 52 |
| 7) Attendance and Tardiness Policy..... | 53 |
| 8) Competency Assessment Policy | 53 |
| 9) Academic Counseling..... | 54 |
| 10) General Procedures for Retention, Recruitment, and Early Detection of Needs.. | 54 |
| Other Policies and Procedures:..... | 57 |
| Student Privacy and Confidentiality:..... | 57 |
| Off Campus Activities | 58 |
| Policy for Dismissal from the Program for Inappropriate Conduct or Dishonesty | 59 |
| Comments and Grievances from Individuals Outside the Institution | 59 |
| Withdrawal Policy | 60 |
| Readmission Policy..... | 60 |
| Dress Code | 61 |

Huertas College does not discriminate against any person on account of race, color, gender, religion, age, political ideas or affiliation, ethnic origin, disabilities, pregnancy, or military or civil status.

Licenses and Accreditations

1. The Puerto Rico Council of Education has provided the Institution with the corresponding licenses to operate.
2. Huertas College is accredited by the Middle States Commission on Higher Education, 3624 Market Street, Philadelphia, PA 19104, (267) 284-5000. The Middle States Commission on Higher Education (MSCHE) is recognized by the Secretary of Education of the United States and the Council for Higher Education Accreditation.
3. The Technology in Health Information Management Associate Degree is accredited by the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM).
4. The Associate Degree in Occupational Therapy Assistant Program at Huertas College is currently accredited by the accreditation with the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA) during a seven-year period. ACOTE is located at 6116 Executive Boulevard, Suite 200 North Bethesda, MD 20852-4929. ACOTE'S telephone number is: (301)652-AOTA; email: hstagliano@aota.org; and website: <http://www.acoteonline.org>. If the institution obtains the accreditation, students admitted to the program will be able to take the National Board Examination of the U.S., otherwise they may take the Puerto Rico Board examination. ([www. Nbcot.org](http://www.Nbcot.org))

Huertas Vision, Mission, and Philosophy

Vision

To be an educational institution of excellence in teaching and service for the benefit of the community.

Mission

Huertas College is a leading institution committed to excellence in postsecondary education and social responsibility. It develops among its constituents intellectual, technological, and human competencies to achieve an inclusive and self-sufficient society.

Philosophy

Huertas College bases its existential purpose on teaching and preparing capable individuals who will be able to compete effectively in the occupational world and to contribute to society. The curricular offer of the College is in harmony with its principles; therefore, it is aimed at satisfying the needs of the occupational market.

Huertas College is committed to a quality teaching-learning process; consequently, it is wholeheartedly dedicated to the incorporation of new concepts and technologies in the daily activities taking place in the classrooms and Laboratories.

To sum it up, the Institution designates itself as a “community college” and, for that reason; its activities are geared to satisfy the needs of its community. The College exists as a living, dynamic, and innovative entity which inspires hope in a modern and competitive Puerto Rico.

Institutional Organizational Chart

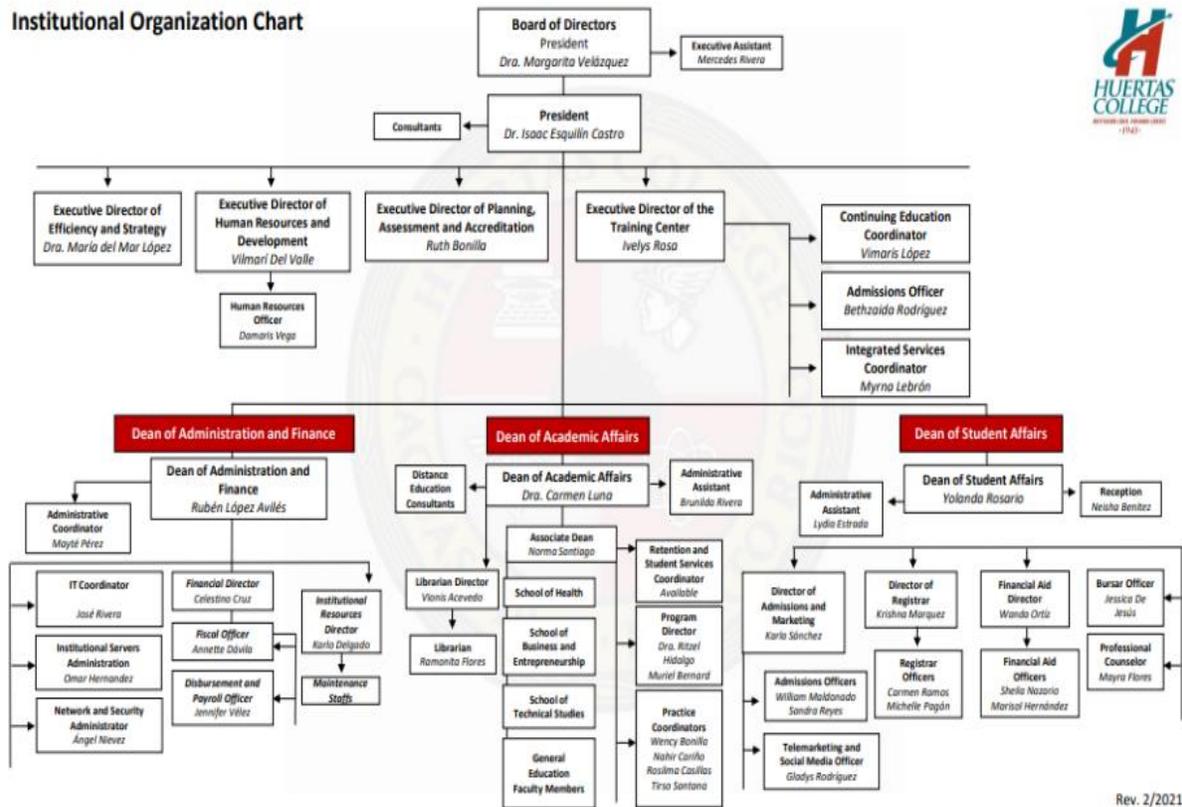


Figure 1.1 Institutional Organization Chart

Mission and Philosophy of the Program

PROGRAM MISSION

The mission of the Occupational Therapy Assistant Associate Degree Program is to train students to successfully practice the profession in many scenarios and with different populations and conditions. This under the direction and supervision of an occupational therapist through a varied program of studies, based on the standards of practice and the values and principles of the code of ethics of the Occupational Therapist profession.

PROGRAM PHILOSOPHY

The philosophy of the Occupational Therapy Assistant Associate Degree Program (ATO by its Spanish acronym) at Huertas College is based on the seven core values of the Code of Ethics of the American Occupational Therapy Association (2020).

- **Altruism** - involves demonstrating unselfish concern for the welfare of others.
- **Equality** - refers to treating all people impartially and free of bias. *Freedom* and personal choice are paramount in a profession in which the values and desires of the client guide our interventions.
- **Freedom** - Respect the value and the decisions of a consumer to choice when addressing interventions and respect their autonomy.
- **Justice** - expresses a state in which diverse communities are inclusive; diverse communities are organized and structured such that all members can function, flourish, and live a satisfactory life. Occupational therapy personnel, by virtue of the specific nature of the practice of occupational therapy, have a vested interest in addressing unjust inequities that limit opportunities for participation in society (Braveman & Bass-Haugen, 2009).
- **Dignity - Truth - Prudence** - inherent in the practice of occupational therapy is the promotion and preservation of the individuality and *Dignity* of the client, by treating him or her with respect in all interactions. In all situations, occupational therapy personnel must provide accurate information in oral, written, and electronic forms (*Truth*). Occupational therapy personnel use their clinical and ethical reasoning skills, sound judgment, and reflection to make decisions in professional and volunteer roles (*Prudence*).

These seven core values provide a basis for the Occupational Therapy professional to guide their interactions with others. These values also define the ethical principles to which the profession is committed and what the public can expect from a professional Occupational Therapy Assistant graduated from Huertas College. These core values

contribute to the development of an integral and competent person who is conscientious, mindful of individual needs, and capable of fulfilling the expectations of the occupational therapy assistant's role.

The Occupational Therapy Assistant supports, restores, or modifies the environment of individuals with special needs by intervening in all areas of occupational performance and giving them the opportunity to carry out everyday living tasks that could be affected by any physical or emotional condition. The philosophy of the Occupational Therapy Assistant Associate Degree Program enables the student to implement treatment plans to rehabilitate people with special needs under the supervision of a Licensed Occupational Therapist. The Occupational Therapy Assistant works closely with occupational therapists to develop treatment plans and provided rehabilitation services for people with mental and physical challenges to have a better quality of live. The philosophy of the program is based on the science of human behavior and incorporates in its curriculum scientific and clinical evidence-based practices.

In every society, being able to work is synonymous of wellbeing. Participation or involvement in everyday occupations is vital for all humans. As described by the World Health Organization, participation in an occupation has a positive influence on health and well-being. As an academic facility, Huertas College incorporated in the educational philosophy of the Occupational Therapy Assistant Program the importance of being able to work and the potential of everyday living activities to promote health or maintain well-being.

The program aims to graduate Occupational Therapy Assistant professionals of the highest quality following the trends of the profession in different areas of competence in order to help them practice their profession in different work scenarios.

The faculty of Huertas College will create an environment that encourages experimentation and practice under an atmosphere of respect, taking into consideration individual differences, and providing a variety of educational experiences that allow the graduate to practice the profession using purposeful activities as a base of the treatment while respecting cultural diversity.

To achieve the program's philosophy, we will have educators with the highest quality of teaching standards of higher education. It provides a varied, innovative, and technological curriculum to guide the patient intervention and educating the student on the importance of the use the occupation in the rehabilitation process and the importance to taking into consideration the patient's preferences.

The Philosophy of the Occupational Therapy Assistant Associate Degree (OTA) of Huertas College encourages the students to begin their preparation for the OTA program through a series of general education classes chosen specifically to give them a strong background in the concepts and language of the health professional. The OTA course sequence is fundamentally based on Bloom's Taxonomy of Learning Domains (Cognitive, Affective, and Psychomotor) and hierarchical levels of learning within each domain;

guides decisions related to course sequence as well as the presentation of content within a course and course objectives. The Occupational Therapy Assistant curriculum at Huertas College includes both classroom education at the College and fieldwork (clinical) training in occupational therapy in community settings that foster critical thinking in the students. The Occupational Therapy Assistant Associate Degree prepares entry-level occupational therapy assistants to work in institutional health care programs and community service organizations. The learning model seeks that students integrate their experiences with different health professionals to develop a holistic human being perspective and to promote quality services by developing basic knowledge in the quality of treatment. In this program, the student receives theoretical instructions related to the practice of the occupational therapy assistant. Among the different methodologies of study used in the classroom, the students will have the opportunity to learn and integrate the importance of the client-centered approach, the importance of human occupation and evidence-based practice.

The philosophy of the program integrates the use of different educational strategies and teaching methods such as readings, active and social discussion, classroom demonstrations, portfolios, self-study, laboratories, clinical practice experience in both traditional and community-based centers. Self-study and case discussions are fostered in order to help students gain experiences and learning methods that encourage participation and rehabilitation in client's personal care, work, play/leisure, education, social and life skills according to how an occupational therapy assistant should practice.

According to the Huertas College philosophy, it is important for the program to influence the community. Therefore, the program has integrated in its fieldwork experiences community-based practices to promote in the students the ability to respond to the changes in health care services and environment. The students will be able to develop health care promotion through their experiences and this service learning can help students to have direct contact with social issues and public health concerns in the communities. According to the American Occupational Therapy Association, service learning can help students develop an increased cultural competency and increased efficacy with therapeutic use of self. (Maloney & Griffith, 2013).

Program Goals

1. Prepare Occupational Therapy Assistants who can provide quality service in a variety of work settings under the supervision of licensed occupational therapists.
2. Provide a varied curriculum that meets the demands of current practices and prepares students to meet the expectations of future practice.
3. Encourage the development of a value system that includes the dignity and rights of the individual to support participation in meaningful occupations of the patients / clients.
4. Provide a curriculum that promotes the personal and professional growth of the student of the occupational therapy assistant program.
5. Create an atmosphere that provides safe exploration of personal and professional attitudes and behaviors.

6. Provide all faculty and students with the opportunities to have direct involvement in the development and assessment of all aspects of the program.
7. Promote investment in lifelong learning, in order to respond to the needs and interests of an increasingly complex and changing society.
8. Provide evaluation processes and planning to ensure that the program's mission is being accomplished.
9. Comply with the accreditation standards and requirements of the program accreditation agencies.
10. Maintain qualified academic and clinical faculties with the up-to-date competencies required in the Occupational Therapy field.
11. Comply with the program's accreditation standards and those of the accrediting agency.
12. Offer an academic curriculum that prepares the student for obtaining and maintaining the professional license required to practice as an Occupational Therapist Assistant in Puerto Rico.
13. Foster the participation of the Program's graduates in continuing education activities provided by Huertas College and other accredited institutions.
14. Provide excellent clinical education experiences in which the student can integrate and apply the knowledge, skills, and ethical values that are necessary to offer Occupational Therapy services.
15. Foster an attitude of commitment and vocation to the profession by participating in activities aimed at their professional development and in professional associations.

Program Objectives

1. Develop in the student's scientific knowledge with a social and human basis that encourages at all times to work properly with people with special needs in an integrated manner, having as main point the occupation and the components of the patient's execution.
2. Prepare students with the most advanced knowledge and skills in the field of Occupational Therapy in order to provide an adequate intervention in the OT area and collaborate in the evaluation, screening, in different practice scenario according of occupational therapist.
3. The students demonstrate the therapeutic application of theoretical approaches, models of practice and frames of reference in the area of occupational therapy.
4. Provide students with the necessary skills to offer services in Occupational Therapy in accordance with the intervention plan established, under the supervision of an occupational therapist in an ethical, effective, legal and safe manner and in accordance with the processes of service provision in Occupational therapy.
5. Develop in the students' critical analysis skills for providing Occupational Therapy services of the highest quality aimed at reaching the established goals and at making responsible clinical decisions.
6. Promote the development of effective communication skills to carry out all their roles and responsibilities effectively and on time.

7. Develop in the students' writing skills aimed at producing clear, precise, and effective documentation using the required formats in Occupational Therapy and following legal and medical insurance regulations.
8. Prepare the students to perform as Occupational Therapist Assistants following the profession Standards of Practice, American Occupational Therapy Association Code of Ethics, and applicable local and federal regulations to provide a quality of services.
9. Students demonstrate the incorporation of new technologies and trends that govern the practice of occupational therapy according to the individual needs of each client.
10. Promote the development of socio-humanistic values in the students to prepare them to respond to the individual and cultural differences of the patients/clients with sensitivity, respect, and empathy.
11. Develop in the students the ability to educate patients, relatives, colleagues, coworkers, and the general community using assorted teaching skills appropriate to the audience's characteristics and learning styles.
12. Promote the development of professional values that encourage compliance with the practice standards of the profession, laws and state and federal regulations.
13. Promote the development of awareness of the importance of encouraging patient and family participation in the recovery process

Graduate Profile

The student who completes the courses of the Associate Degree in Occupational Therapy Assistant Program will demonstrate the following characteristics and competencies:

1. Exercises Occupational Therapy practice complying with the standards of practice and maintains ethical conduct according with the American Occupational Therapy Association, the College of Occupational Therapy of Puerto Rico, and the laws and regulations governing the profession at the state and federal levels.
2. Shows the values, attitudes, and behavior consistent with the philosophy of the occupational therapy profession, rules, and ethics that rule the profession.
3. Appreciates and adapts to diverse cultures and alternative processes and ideas that involve attending to the client.
4. Contributes to the client's assessment processes as delegated by the Occupational Therapist, providing verbal and written reports of observations and client capabilities.
5. Provides information related to the context and current condition of the client according to their occupational performance in order to assist the occupational therapist in the process of planning, intervention, and monitoring client progress.
6. Collects, reports, and requests information relevant to the provision of services.
7. Develops treatment goals under the supervision of a licensed occupational therapist.

8. Uses community resources to encourage the occupational role of the customer in the least restrictive environment.
9. Implements intervention processes according to the treatment plan established by the occupational therapist in order to support customer participation in occupational areas.
10. Implements occupational therapy interventions consistent with the standards of practice in the areas of pediatrics, physical dysfunction, and mental health, aimed at achieving functional goals in areas of the occupation.
11. Implements the necessary processes to take measurable achievements as delegated by the occupational therapist in order to provide the information necessary for the discharge of services.
12. Implements intervention processes according to the treatment plan established under the supervision of the occupational therapist, in order to support customer participation in areas of the occupation.
13. Implements occupational therapy interventions consistent with the standard of practice in the areas of pediatrics, physical dysfunction, and mental health aimed at achieving functional goals in the patients/customers' occupations.
14. Documents clearly and precisely the implemented intervention, observations, measures taken according to the customer's response to the intervention, changes, and achievements.
15. Communicates relevant information effectively and in a timely manner in verbal and written form to his or her Occupational Therapy Supervisor related to customer response to the intervention process.
16. Applies effective interview strategies for and observation according to, areas of work and takes into consideration the condition and occupational performance of the patient or client.
17. Demonstrates reasoning skills and clinical judgment for the provision of occupational therapy services and for the application of specific techniques, screening, and intervention processes.
18. Selects, implements, and adjusts activities and therapeutic interventions consistent with the levels of competition, customer goals, and requirements of the clinical practice setting.
19. Considers the assessments' results and treatment goals during the patient/client intervention and provides input based on the needs and priorities of the customer.

20. Implements the necessary processes to measure achievements as delegated by the occupational therapist in order to provide the information necessary for the discharge process.
21. Can communicate relevant information related to customer response in the intervention process, effectively and in timely manner, to the Occupational Therapy Supervisor in verbal and written form.
22. Provides information related to the context and current client condition according to he/she occupational performance in order to collaborate with the Occupational Therapist in the process of planning, intervention, and monitoring client progress.
23. Collaborates with the client, family, colleagues, and other professionals using a patient-centered approach in order to provide quality services using evidence-based practices and the occupational interests of the customer as a cornerstone for the treatment.
24. Incorporates the use of assistive technology for people with special needs, adjusts, and modifies the basic equipment adapted as required, under the supervision of the Occupational Therapist.
25. Meets the service requirements in accordance with the policies and procedures of the institution.
26. Performs Occupational Therapy practice according with the Standards of Practice, the ethical code of conduct of the American Occupational Therapy Association, the College of Occupational Therapy in Puerto Rico, and the laws and regulations governing the profession at the state and federal levels.
27. Shows values, attitudes, and behaviors consistent with the philosophy of the occupational therapy profession and the rules and ethical standards that govern the profession.
28. Promotes and participates in continuous professional development activities founded on evidence-based practices to expand and improve he/she skills and knowledge as required for the clinical setting and the roles and responsibilities of an Occupational Therapy Assistant.
29. Demonstrates leadership skills and initiative to perform tasks not related to customer management and accepts criticisms and suggestions.
30. Promotes the participation of the client and their family in the recovery process through education, continuous feedback, and identification of needs in collaboration with the Occupational Therapist.

31. Collaborates with the client, family, colleagues, and other professionals using patient centered approaches to provide quality service through evidence-based practices and by considering the occupation and interests of the patient/client as a cornerstone for treatment.
32. Communicates effectively, both verbally and in writing, in English and Spanish at professional level.
33. Uses quantitative skills and logical-mathematical reasoning to understand and solve problems in different fields of professional and personal life.
34. Applies information literacy and technology to effectively use the information in his/her personal and professional life.
35. Develops critical thinking skills for problem solving and decision-making.
36. Develops teamwork skills to cope successfully in daily living.
37. Values diversity in a changing, global, and varied society.
38. Promotes the development of an inclusive and self-sufficient society through commitment and social responsibility.

CURRICULUM DESIGN

The curriculum for the Occupational Therapist Assistant (OTA) Associates Degree program at Huertas College has been designed and implemented to prepare students to work under the direction and supervision of the occupational therapist. The curriculum includes general education courses such as Spanish, English, Mathematics and related courses such as Anatomy and Physiology, and Medical Terminology. Each of these courses have been justified for the OTA program due to their contribution on developing communication skills, critical thinking, reading and writing skills, understanding fundamental theory in sciences, and in human physical and psychological development. The curriculum prepares students to work with a variety of populations including, but not limited to, children, adolescents, adults, and elders in areas of physical and mental health. The courses are aligned to the demands of current practices and prepares students to meet the expectations of future practices. They also encourage the development of a system of values that include dignity and rights of an individual, supports the participation in meaningful occupations of the patients / clients, and prepare students to provide intervention with a **client in centers and community practices approach**.

The program curriculum is organized in a 6 semester's timeframe. The first semester starting in September to complete the program requirement in two-year period (6th semester). It means 24 months of study for degree completion, including level I and level II fieldwork experiences. Related and professional courses may include additional laboratory hours. During the sixth semester, students participate in full-time clinical practice and may be assigned to two different practice settings that could be pediatric, physical dysfunction, or mental health. The clinical practices help students to apply and integrate the theoretical principles and skills learned through the courses.

The mission and philosophy of the program are incorporated in the curriculum design by promoting the importance of the occupation and the potential of everyday living activities, healthy living style, and well-being throughout the courses. The program is based on the science of human behavior, and it combines theoretical knowledge and practical experiences to improve understanding of human dynamics in terms of guiding the intervention process in the Occupational Therapy (OT) practices.

The Occupational Therapy Assistant restores, supports, and modifies the environment to reinsert an individual with physical or emotional challenges into everyday life. The program courses are designed to educate students on human development, different conditions or situations, physical and psychological factors that affect wellness and social participation and inclusion. By using different educational methodologies, the curriculum provides students with the opportunity to correlate the importance of integrating the occupation with the model of clinical base practice as part of the intervention process in the OT practice.

The OTA faculty focus on the occupation practices through the curriculum and the promotion of health wellness and prevention of illness. As part of the learning process,

[Revised 2/23/17, 2/14/2018/ June/2021/October 2021/March 2022](#)

the faculty orientates students about the importance to integrate client center practices. They also assist students on identifying purposeful activities and the occupation in the intervention process. The program provides educative, clinical and laboratory experiences to students, so that they can integrate them using clinical reasoning in the clinical practices.

The integration of clinical reasoning in the program courses and the knowledge about evidence-base practice through the curriculum are fostered to guide student decisions related to selection of appropriate practice models with different population and different settings. It pursues to graduate OTA professionals with high qualifications, following the trends of the profession in different areas of competence. This helps students to prepare for their practice of profession in different work scenarios and provide for the OTA faculty to emphasize this content through the curriculum.

The introduction to OT course includes historical and theoretical aspects that structure and organize the clinical practice of occupational therapy. Students acquire general and specific skills that an OTA must possess as an introduction to the program through course content and other ethical and professional behavior aspects taught that related to professional practice. As the curriculum advances, the student will find courses that are more complex and could entail more practice time in the clinical areas, the classrooms, and the laboratories. As of their fourth semester, students will have the opportunity to visit community-based practice centers in level I fieldwork practice. Level I fieldwork practice provides students with the opportunity of integrating practices such as community programs. The experience may include those directly related to basic occupational therapy procedures, as well as other situations to improve understanding of the stages of human development, the impact of psychosocial and sociocultural factors, socioeconomics, and diversity aspects to the performance of individual roles, throughout a lifetime. It provides the opportunity for students to be exposed to professional socialization and incorporate **ethics and professional behavior** competences. For the program, it is essential, serve the community, in accordance to Huertas College Philosophy. By integrating the program to the community, the program provides fieldwork experiences that promotes and develops students' ability to respond to changes in health care services and environment. Students will be able to develop Health care promotion in their experiences and these services-based learning can help them to have direct contact with social issues and public health concerns in the community. According to the American Occupational Therapy Association, service learning can help students develop an increased cultural competency and increased efficacy with therapeutic use of self (Maloney & Griffith, 2013). Through those experiences, the program emphasizes the **client center practice** and the inclusion of serving a community.

The OTA program prepares entry-level occupational therapy assistant to work in institutional health care programs and focus on community service-learning model to promote that the student integrates their experiences with different health professionals.

The purpose is to form a holistic human being by developing basic knowledge in the quality of treatment. In this program, students receive theoretical instructions related to the practice of occupational therapy assistant.

The five curricular threads emerging throughout the curriculum are:

- Ethic and professional behavior
- Client center practice
- Evidence based practice.
- Occupation based practice.
- Clinical reasoning

The OTA course sequence is based on Bloom's Taxonomy of Learning Domains (Cognitive, Affective and Psychomotor) and hierarchical levels of learning in which each domain guide decisions related to course sequence as well as the presentation of content in a course, course objectives and faculty approach. The Occupational Therapy Assistant curriculum at Huertas College includes both classroom education and fieldwork (clinical) training in occupational therapy and community settings that promote in students the critical thinking and emphasizes active student engagement in learning activities, geared to facilitate reflective practice and development of skills and knowledge.

The **Cognitive domain** receives attention in Bloom's taxonomies. The revised Bloom's Cognitive domain has a hierarchy of categories that capture the process of learning, from simply remembering information to creating something new: Remember, Understand, Apply, Analyze, Evaluate, and Create (Clarck, 2015). Aligned to these domains, the faculty give students the opportunity to remember, recall and develop information through a variety of learning strategies that gradually develop student's ability to analyze new data, evaluate and apply new skills and recognize new information, as well as explain ideas or concepts. The classroom experiences are geared to gradually create a new point of view and to developmentally make each student a better learner. by developing the skills to assemble, construct, create, design, formulate and write into practice and as health professionals in the future. Students will gain knowledge gradually through the different semesters about human performance, engagement in activities, therapeutic tools and techniques. Also, they acquire the proper language of the profession by practicing as an entry level OTA using in the class different strategies such as; practice proper documentation through the case study analysis, written works, power point presentations and videos, roles play and others.

The affective domain on Bloom's taxonomy includes the manner in which the person deals with things emotionally, such as feelings, [values](#), appreciation, enthusiasm, [motivations](#), and [attitudes](#) (Clarck, 2015). The faculty of the program encourages students to develop a system of values that include dignity and rights of an individual to support participation in meaningful occupations of the patients / clients. The faculty educates

students to provide intervention with a **client center practice** approach to promote clinical reasoning, ethical behavior and professional conduct according to standards of practice. This fact allows students to connect and serve the community, acquire cultural awareness, and participate in real scenario experiences to improve knowledge about human dimensions. These are necessary for graduates who must demonstrate high social responsibilities and possess the necessary competencies to perform his/her role in an **ethical**, safe, and legal manner. The approach includes group projects, special projects, student presentations about specific topics, portfolios with clinical experiences and reflexive assessment.

Aligned to Bloom's taxonomy **psychomotor domain**, the OTA program develops through its curriculum physical movement, coordination, and the use of motor-skills development to successfully be applied in the practice experiences. The faculty of the program are committed to gradually develop on student's skills required in the field and in the practice experiences as an entry level OTA professional. The seven major categories in the psychomotor domain include: origination, adaptation, complexity over response, mechanism, guided response, set and perception (Clarck, 2015). These categories are integrated in OTA program by providing laboratory experiences and practical exams. It includes mental, physical, and emotional sets. These three sets are dispositions that predetermine a person's response to different situations; they are integrated in class and laboratory experiences to provoke students adequate OT intervention process. The assessment for this domain includes practice test, laboratory skills rubric, use of simulation at the Interdisciplinary Simulation Clinic (CSI), field experiences through visiting different external facilities to observe OT intervention process, and the integration of visiting professionals who share their expertise in essential topics related to clinical areas in the program courses. As part of these experiences and to comply with this domain, the faculty include reflexive assignments, documentation and socialized discussion to assess or reinforce learning.

The Content, Scope and Sequence of Coursework are distributed through six semesters, which are divided into three per academic year. The courses are designed to provide students an overview of the profession. Several of liberal arts and related courses starts in the first two semesters and continued as the curriculum advance. Courses such as Spanish (ESP 1021, 1022), English (ING 1031, 1032), and Math (MAT 1041) provide knowledge on writing, reading, speaking, synthetizing, analyzing, logics, calculating, and they develop effective communication skills for the future OTA professional. The general mathematics course develops in students a logistic structure of thought to manage different scenarios of human activity and serves as a tool to effectively solve situations that may arise in their professional setting or personal life.

During their first semester, students are exposed to the first professional course, ATOC 4301 (Introduction to OT). The course exposes historical aspects, and the

theoretical structuring and organization of clinical practice in occupational therapy. It is a basic content course, where students engage with the general and specific skills that an occupational therapy assistant possesses. Students study the conceptual origin and evolution of clinical practice for occupational therapy; they study its basic conceptual precepts, the theoretical frameworks and practice models that underlies the practice in OT. The course emphasizes the study of the code of ethics, laws and regulations that influence the practice of occupational therapy. It also includes a description of the effects in an individual suffering illness or disability within the cultural context of the family and society. The course is aimed to describe the meaning, the dynamics of the occupation and the activities in the patient's recovery process; as well as, to learn the importance of the individual's interaction in the areas of occupation, learn the skills and patterns of occupational performance of the individual and how the context and environment may impact ongoing health/illness of the individual and family. The course allows student to articulate the importance of balancing the occupational areas to promote health and wellness; it also explains the role of the occupation in health promotion, prevention of disease in individuals, family and society.

During students' first semester, they are also exposed to BIOL1124R/BIOL1134 which provide fundamental content about principles of anatomy and physiology of the human body. Students relate to the content and study the skeletal system, muscular and nervous systems, histological, anatomical, and physiological system and some common pathologies to develop a basic knowledge about the human body. Students also take SOC 1015, General Psychology. This related course provides students' knowledge and basic understanding of human development and behavior.

In REME 2201 (Medical Terminology) course students are exposed to the definition and construction of medical terminology. The course allows students to analyze the structure of concepts and their relationship to different systems of the human body. In each system of the human body, they study the associated medical terms, treatments, surgical procedures and diagnostic tests. Students learn the most common medical abbreviations and symbols used in the health field. Students are engaged with different nomenclatures and existing terminologies used in clinical files, and in the interaction among professionals in the field.

According to the Curricular Sequence, the second semester contains the Kinesiology course (ATOC 4302/4302L) which provides information about the anatomical and functional aspects of human movement. It emphasizes the role of the bones and neuromuscular structures and their relationships to the OT practice. It develops essential knowledge about the function of the human body and the functional mobility in occupation areas. On the second semester and further until completion of the curriculum, courses are strategically divided into stages among the fundamental areas of practice in occupational therapy. Those are psychosocial, pediatrics and physical dysfunction. These types of stages in the program allow a gradually professional development in

students, according to Bloom's learning domain. The student learns about specific populations and the significant role they will hold working as an OTA with clients having needs. Knowledge will depend on the stage a student accomplishes through the curriculum.

On the other hand, the course where students are first introduced to mental health population is ATOC 4303 (Psychosocial area occupational therapy), followed in third semester with ATOC 4305/4305L (Occupational Therapy applied to the psychosocial area & Lab.) and ATOC 4308/4308L (Psychosocial Therapeutic Media & Lab.) in fourth semester. The student progressively integrates the practice as OTA with mental health population. Also, Level I fieldwork (ATOC 4309) in the fourth semester allows students to integrate what they have learned in class through practice, as well as, evaluating professional behavior more specifically with the proper coaching of the program fieldwork coordinator. The Course ATOC 4305, ATOC 4308 and ATOC 4309 are divided in lectures and labs that include group activities and the development of group interventions or individual treatments.

Level I fieldwork has been created to promote an entry-level model for OTA students and the integration to community programs. At present, OTA students learn about the profession and correlate what they learn in class to fieldwork experiences. Traditionally, fieldwork has been produced in those who follow a medical field but now it may be integrated as practice in community based non-profit organizations. Students should have experience in this type of field or emerging areas, so that they may recognize the importance of aiding in this type of setting, and to respond to changes occurring in the service systems. The practice experience at level I is not intended to develop a student's independent performance, but to include experiences designed to enrich academic courses through observation and participation aimed at several aspects of the OT process in different settings and populations. Experiences may include those related to OT as well as other situations. These experiences improve understanding of the stages: development, the impact of psychological and psychosocial factors, including sociocultural, socioeconomic and diversity aspects, and the performance of individual roles throughout a lifetime. Level I fieldwork may also include administrative experiences and management of services, community agencies, or environmental analysis experiences. The concept used to frame level I fieldwork is **occupational performance**. This was chosen because all OT services models and the Occupational Therapy Practice Framework: Domain and Process, are built on the concepts of occupation, client and environment factors. The course will be complemented with readings and classroom assignments.

The program integrates two courses related to pediatric population in third semester ATOC 4304 (Pediatric Occupation theory) and ATOC 4307/4307L (Pediatric Therapeutic Media/Pediatric and Lab.) in fourth semester. These two courses encompass the study of human development from birth to adolescence, with emphasis on the **occupational performance** of

typical and atypical individuals. The subjects include theory and application, conceptual reference, occupational therapy process, **evidence-based practice**, and the functions of the Occupational Therapist and the Occupational Therapy Assistant in the service of the pediatric population. It incorporates different diagnoses and conditions that affect the pediatric population and their impact on daily life activities. The courses additionally discuss the evaluation and screening processes to guide the occupational therapy intervention plan in the pediatric area. The ATOC 4307/4307L includes lecture, intervention techniques and laboratory experiences with pediatric population.

During the third and fifth semester, courses such as ATOC 4306/4306L (Health Concepts in Physical Dysfunction and Lab.) and ATOC 4311/4311L (Physical Dysfunction Therapeutic Media and Lab.), ATOC 4312 (Geriatrics in OT), ATOC 4313 (OT assistive technology), provide for gradually knowledge and skills to continue strengthening the practice as future OTA. The courses are designed to study the occupational therapy theoretic process in relation to persons throughout their life cycle as human beings and functional and physical problems of human development. It helps students to familiarize themselves with different clinical diagnoses and symptomatology. The courses integrate concepts, foundations, practice models, conceptual references, techniques, and treatment methods applicable to OT processes for persons with physical, cognitive, emotional, or sensory dysfunctions, included in the intervention with geriatric population. The courses prepare students to understand, from an all-inclusive point of view, the needs arising from different situations that result in a physical, emotional, and cognitive disability and focused on the development of skills to offer OT solutions to different populations. It emphasizes performance skills, client factors, and the assessment and intervention processes under the framework of occupational therapy. It works with the implementation and intervention processes of OT services in physical dysfunction according to the competency levels of the OTA. It also develops different treatment techniques, the use of assistive equipment and technology, identification of risk factors to maximize the patient's participation in significant occupations, promote independence, ensure safety, and prevent deformities. Students will be able to learn about all the available resources for patient management in physical dysfunction and to practice different intervention techniques to address these needs. The courses ATOC 4306/4306L and ATOC 4311/4311L, are delivered through lecture and laboratory experiences and ATOC 4312 and ATOC 4313 include lecture with the integration of application activities in class.

After completion of their fifth semester and all program's professional courses and requirements, students enter to a full time Level II Fieldwork (ATOC 4314) experience for their sixth semester. During this experience, students will have the opportunity to practice in two different settings that offer OT services, and complete 630 hours of supervised practice. Students will be assigned to two different practice settings: pediatrics, physical dysfunction, or mental health centers. Clinical practice helps students integrate and apply theoretical concepts and techniques learned through the curriculum sequence in all academic courses and labs. Students will be able to demonstrate OT processes and practice the abilities that OTAs must have at entry level.

Program goals and objectives have been determined prior to developing course content. All these components are interrelated and are dynamic in nature, providing support to one another. The faculty is committed to achieve the OTA program goals and encourages student to do so through the constant exposition to it: To meet the

Revised 2/23/17, 2/14/2018/ June/2021/October 2021/March 2022

occupational needs of individuals with special needs through human development and life span, the graduates from OTA program at Huertas College, integrate acknowledge the curricular threads through the courses and practices in order to ensure the correct interventions using **occupation base practice and client center approach** to demonstrate reasoning skills and clinical judgment. They also conceive the development as a professional and ethical values to respond adequately to the needs and demands of general community and the profession.

The student who completes the courses of the Associate Degree in Occupational Therapy Assistant Program will demonstrate the following characteristics and competencies:

1. Exercises Occupational Therapy practice complying with the standards of the profession and maintains ethical conduct according with the American Occupational Therapy Association, the College of Occupational Therapy of Puerto Rico, and the laws and regulations governing the profession at the state and federal levels.
2. Shows the values, attitudes, and behavior consistent with the philosophy of the occupational therapy profession, rules, and ethics that rule the profession.
3. Appreciates and adapts to diverse cultures and alternative processes and ideas that involve servicing a client.
4. Contributes to the client's assessment processes by providing verbal and written reports of observations and client capabilities as delegated by the Occupational Therapist.
5. Provides information related to the context and current condition of the client, according to their occupational performance to assist the occupational therapist in the process of planning, intervention, and monitoring client progress.
6. Collects, reports, and requests information relevant to the provision of services.
7. Develops treatment goals under the supervision of a licensed occupational therapist.
8. Uses community resources to encourage the occupational role of the customer in the least restrictive environment.
9. Implements intervention processes according to the treatment plan established by the occupational therapist in order to support customer participation in occupational areas.
10. Implements occupational therapy interventions consistent with the standards of practice in the areas of pediatrics, physical dysfunction, and mental health, aimed at achieving functional goals in areas of the occupation.
11. Implements the necessary processes to take measurable achievements as delegated by the occupational therapist to provide the information necessary for the discharge of services.
12. Implements intervention processes according to the treatment plan established under the supervision of the occupational therapist, to support customer participation in areas of the occupation.

13. Implements occupational therapy interventions consistent with the standard of practice in the areas of pediatrics, physical dysfunction, and mental health aimed to achieve functional goals in the patients/customers' occupations.
14. Record clearly and precisely the implemented intervention, observations, measures taken according to the customer's response to the intervention, changes, and achievements.
15. Communicates to his or her Occupational Therapy Supervisor relevant information related to the client's response to the intervention process in a timely manner, in verbal and written form.
16. Applies effective interview strategies and observation according to areas of work and takes into consideration the condition and occupational performance of the patient or client.
17. Demonstrates reasoning skills and clinical judgment for the provision of occupational therapy services and for the application of specific techniques, screening, and intervention processes.
18. Selects, implements, and adjusts activities and therapeutic interventions consistent with the levels of competition, client's goals, and requirements of the clinical practice setting.
19. Considers the assessments' results and treatment goals during the patient/client intervention and provides input based on the needs and priorities of the client.
20. Implements the necessary processes to measure achievements as delegated by the occupational therapist to provide the necessary information for discharge process.
21. Communicates to his or her Occupational Therapy Supervisor relevant information related to the client's response to the intervention process in a timely manner, in verbal and written form.
22. Provides information related to the context and current client condition according to he/she occupational performance to collaborate with the Occupational Therapist in the process of planning, intervention, and monitoring client progress.
23. Collaborates with the client, family, colleagues, and other professionals using a patient-centered approach to provide quality services using evidence-based practices and the occupational interests of the client as a base for the treatment.
24. Incorporates the use of assistive technology for people with special needs, adjusts, and modifies the basic equipment adapted as required, under the supervision of the Occupational Therapist.
25. Meets the service requirements in accordance with the policies and procedures of the institution.
26. Performs Occupational Therapy practice according with the Standards of Practice, the ethical code of conduct of the American Occupational Therapy Association, the College of Occupational Therapy in Puerto Rico, and the laws and regulations governing the profession at the state and federal levels.

27. Shows values, attitudes, and behaviors consistent with the philosophy of the occupational therapy profession and the rules and ethical standards that govern the profession.
28. Promotes and participates in continuous professional development activities founded on evidence-based practices to expand and improve he/she skills and knowledge as required for the clinical setting and the roles and responsibilities of an Occupational Therapy Assistant.
29. Demonstrates leadership skills and initiative to perform tasks not related to client's management and accepts criticisms and suggestions.
30. Promotes the participation of the client and their family in the recovery process through education, continuous feedback, and identification of needs in collaboration with the Occupational Therapist.
31. Collaborates with the client, family, colleagues, and other professionals using patient centered approaches to provide quality service through evidence-based practices and by considering the occupation and interests of the patient/client as a cornerstone for treatment.
32. Communicates effectively, both verbally and in writing, in English and Spanish at professional level.
33. Uses quantitative skills and logical-mathematical reasoning as a mean to understand and solve problems in different fields of professional and personal life.
34. Applies information literacy and technology to effectively use the information in his/her personal and professional life.
35. Develops critical thinking skills for problem solving and decision-making.
36. Develops teamwork skills to cope successfully in daily living.
37. Values diversity in a changing, global, and varied society.
38. Promotes the development of an inclusive and self-sufficient society through commitment and social responsibility.

Program Goals

1. Prepare Occupational Therapy Assistants who can provide quality service in a variety of work settings under the supervision of licensed occupational therapists.
2. Provide a varied curriculum that meets the demands of current practices and prepares students to meet the expectations of future practice.
3. Encourage the development of a value system that includes the dignity and rights of an individual to support participation in meaningful occupations of the patients / clients.
4. Provide a curriculum that promotes the personal and professional growth of the student in the occupational therapy assistant program.
5. Create an environment that provides safe exploration of personal and professional attitudes and behaviors.

6. Provide to all faculty and students the opportunities to have direct involvement in the development and assessment of all aspects of the program.
7. Promote investment in lifelong learning, to respond to the needs and interests of an increasingly complex and changing society.
8. Provide evaluation processes and planning to ensure that the program's mission is being accomplished.
9. Comply with the accreditation standards and requirements of the program accreditation agencies.
10. Maintain qualified academic and clinical faculty with the up-to-date competencies required in the Occupational Therapy field.
11. Comply with the program's accreditation standards and institutions' accreditation agencies.
12. Offer an academic curriculum that prepares students for obtaining and maintaining the professional license required to practice as an Occupational Therapist Assistant in Puerto Rico.
13. Foster the participation of the Program's graduates in continuing education activities provided by Huertas College and other accredited institutions.
14. Provide excellent clinical education experiences in which the student is able to integrate and apply the knowledge, skills, and ethical values that are necessary to offer Occupational Therapy services.
15. Foster an attitude of commitment and vocation to the profession by participating in activities aimed to contribute to their professional development and professional associations.

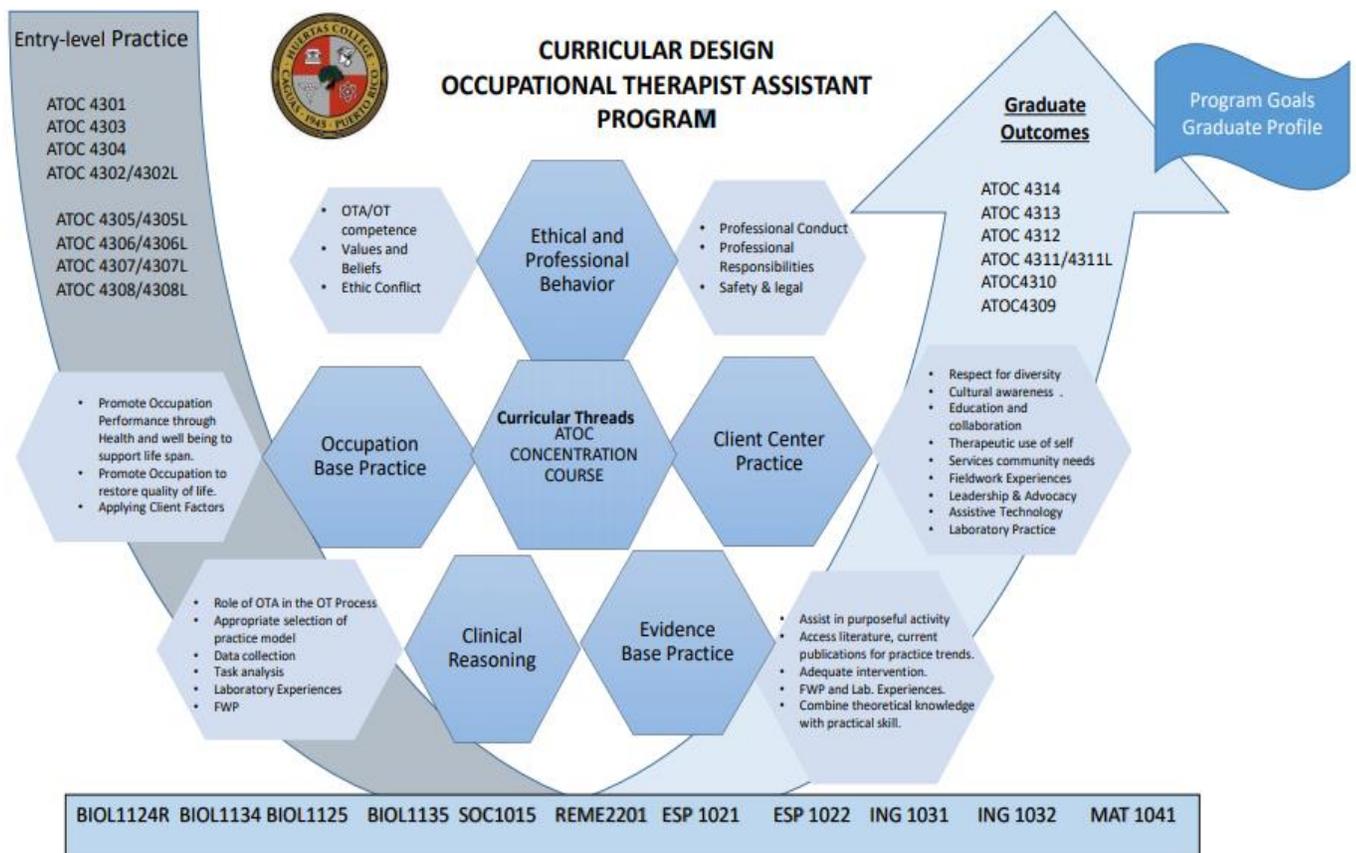


Figure 1.2 Curricular design diagram

Qualifications and Requirements

Description of the Profession

Occupational Therapist Assistants work under the direction and supervision of an Occupational Therapist. Their basic responsibilities are the application of selected components of the Occupational Therapy, plan of care to promote rehabilitation of people who have special needs related to their self-care, productivity, and leisure. As well as, collecting information from the patients to measure their progress, documenting progress notes, communicating effectively with the Occupational Therapist, physician, or other professionals, educating the patient and relatives, and participating in health promotion, among other things. Some of the techniques that the students will learn are activity analyses, therapeutic use of self, training in the use of assistive technology equipment, and developing daily routines for people with mental or physical needs, among others. The Occupational Therapist Assistant works in hospitals, occupational therapy facilities, private medical offices, home health care services, rehabilitation

facilities, and programs for children and schools under the supervision of an Occupational Therapist.

Requirements for Clinical Practice Centers

The contracts of Huertas College with practice centers will certify that our students are committed to complying with the rules and procedures of the facilities concerning the care and handling of patients, their behavior, required documents, and uniforms, among others. Students will receive orientation about the center to which they are assigned before initiating their clinical practice. Students must refer to the Clinical Practice Handbook to identify the required documents and the specific policies to participate in the clinical experiences.

To see more details regarding the clinical practice, such as objectives, pass policies, and grades, students must refer to the specific syllabus of each clinical practice. Some of the required documents may be a criminal background certificate, evidence of hepatitis immunization, drug tests, and others. Students must understand that if they fail to provide any of these documents, they will not be able to participate in the clinical experience, which will delay their progress in the Program.

A student with a criminal record may not be able to complete the clinical experiences and take the licensing exam, which is required to obtain the OTA license and to practice the profession.

Students who get a positive result in a drug test will not be able to advance to clinical experiences and through the program. These students will be referred to the Counseling and Orientation Office. Students, who do not comply with the established procedures to manage their cases, will not be allowed to continue in the Program or to reenter the Program at a future date. For more information, contact the Program Director.

License and Credentials

1. An Occupational Therapy Assistant Associate Degree Program that is accredited and approved by the Puerto Rico Council of Education and other national agencies is required to practice as an Occupational Therapist Assistant in Puerto Rico.
2. In order to practice the profession in the United States, the Occupational Therapy Program must be accredited by the Accreditation Council for Occupational Therapy Education (ACOTE®)
3. The professional license and professional certification and re-certification are a requirement for practicing the profession in Puerto Rico.

4. Once an Occupational Therapist Assistant obtains the license, he/she is responsible for renewing it every three years. The OTA must complete 24 credits of continuing education during the three-year period.
5. To practice in the United States, the graduate must pass the licensing exam administered by the National Board for Certification in Occupational Therapy
 - a. (NBCOT) (<http://www.nbcot.org>)

Professional Association Memberships

Huertas College and the faculty of the Occupational Therapy Assistant Associate Degree Program committed to foster in our students the interest and desire for supporting and participating in professional organizations. Enrolled students are candidates to request membership to the American Occupational Therapy Association (AOTA®). The latter offers the benefits of a monthly subscription to OT Practice Magazine and the Journal of the American Occupational Therapy Association. The local organization named “*Colegio de Profesionales de Terapia Ocupacional de Puerto Rico*” also has some benefits for students. Both organizations offer discounts for conventions and continuing education courses, reference books, and others. Students will pay around \$75.00 a year for the membership of AOTA.

Physical and Psychological Requisites

1. Physical skills and aptitudes

The working conditions that Occupational Therapist Assistants may find in their line of work could include: a high number of patients, overcrowding, stressful environment due to a temporary lack of personnel, lack of essential equipment, momentary shortage of materials, and a patient’s or coworker’s unpleasant behavior. These situations will be discussed and simulated in specific courses of the Program. The students and graduates will be required to perform tasks that entail moderate effort for safely lifting and carrying equipment and materials of up to 50 pounds without assistance and over 50 pounds with assistance. The students and graduates must be able to use adequate body mechanics to lean, push, pull, move, and position a patient or equipment to apply the occupational therapy components of treatment. Constant awareness about the high risk of suffering back injuries in this profession is necessary.

2. Sensory and Motor Abilities

Students must have the following characteristics:

- Visual and auditory acuity – An accurate perception of colors and average hearing ability to be aware of the patient's reactions to the treatment and to identify potential hazards and changes in the patient's condition. Students must be capable of responding and adapting to changes and able to read instructions, treatment plans, and safety precautions.
- Written and oral comprehension and documentation abilities to understand and interpret medical terminology as it applies to occupational therapy; to communicate with patients/clients, colleagues, occupational therapists, and physicians; to prepare precise reports, progress notes, and record patient treatments and reactions; and to evaluate the patient's progress by reading notes.

General Responsibilities of an Occupational Therapist Assistant:

- Respect the confidentiality and privacy laws that protect the patients while interacting with them and while reviewing their medical information and other documents.
- Plan and organize the daily burden of patients and other tasks under the supervision of an Occupational Therapist.
- Collaborate in the evaluating and targeting intervention outcomes, with a primary focus of engagement in occupation under the supervision of an Occupational Therapist.
- Keep current with the best evidence-based practices.
- Communicate effectively with patients, relatives, referring professionals, or other specialists involved in the patient's care such as: physical therapist, psychologist, and teachers, among others.
- Adhere to the rules and procedures of his/her employer, as well as the laws and standards that regulate the profession.

Section 504 of the Rehabilitation Act of 1973 –Reasonable Accommodations Act

Section 504 of the Rehabilitation Act of 1973 prohibits discrimination based on physical or mental disabilities. It stipulates those educational institutions will make all their study programs available to students with disabilities. If a student has a physical disability that could interfere with his/her progress in the study program, the student is responsible for notifying the Program Director in advance to request reasonable accommodations so that modifications may be made according to his/her needs. The student must also refer

to the Counseling and Orientation Office, to receive assistance and guidance regarding reasonable accommodations. This office is in the main building and the telephone number is 787-746-1400, extensions 1503, 1500, and 1501.

Cardiopulmonary Resuscitation (CPR) Certification

While students are enrolled in the Program, they must obtain and maintain the CPR Certification. Arrangements will be made for the certification of new students before their admittance to Fieldwork I.

HIPAA Certification

In compliance with the Health Insurance Portability and Accountability Act (HIPAA), Huertas College is committed to ensure patients' rights to privacy and confidentiality. In keeping with this policy, students will receive a complete training in HIPAA Policy before their admittance to Fieldwork I. The date of the workshop will be coordinated by the Program Director and announced at least a week in advance. Students must arrange to attend the workshop on the designated date or notify the faculty about any situation that may interfere with their attendance. Students will not be allowed to initiate their clinical practice or to participate in any type of activity that includes visits to practice centers without the HIPAA Certification.

Infection Control Orientation

As a part of laboratory process class and academic experiences student was oriented and educated about Infection control process and Universal precaution, as a part of academic and laboratories experiences.

All students of the Associate Degree in Occupational Therapy program must take a course on infection control; prior to their placement in Level, I practice centers. The program will coordinate it as part of the requirements.

Intervention in Crisis- Non-violent and Protective Techniques

All students of the Associate Degree in Occupational Therapy program must take a course on Intervention in Nonviolent Crises and Protective Techniques; prior to beginning level I practices as part of the requirements. The program will coordinate the orientation.

Practice Insurance

All students admitted to the Program must pay approximately \$20.00 every year to acquire the Institution's insurance policy (it could be a little more or less). This policy covers the students for accidents related to the Program's educational activities outside the Institution, equipment damage, and malpractice/liability insurance. Students who do

not pay this insurance policy will not be allowed to participate in clinical experiences. We recommend that students pay for this insurance at the beginning of their fourth semester.

Estimated Program Costs

The Institutional Catalog provides information regarding tuition costs, credit transcripts, and other general expenses. The following itemization of expenses is only an estimate for the Occupational Therapy Assistant Associate Degree Program. For information regarding other institutional fees, such as enrollment cancelation and document duplicates, among others, students must refer to the Institutional Catalog (www.huertas.edu) or seek assistance in the Registrar's Office.

| Description | Estimated Cost |
|--|---|
| 6 semesters with a minimum of 12 credits | \$3,885 per semester Total: \$23,310 |
| Admission Application | \$10.00 |
| Uniforms | \$100.00 |
| Books and materials | \$500.00 |
| Practice Insurance | \$20.00 |
| Costs related to clinical practice (immunizations, certifications, transportation, etc.) | \$500.00 |
| Graduation | \$75.00 |
| Total estimated costs | \$21,875 |

Financial Aid

The Financial Aid Office offers an assortment of alternatives for students who want to study in the Institution. Students must visit this office in order to receive orientation about available options. For more details, please refer to the Institutional Catalog (www.huertas.edu).

General Description of the Study Program Sequence

The Occupational Therapy Assistant Associate Degree at Huertas College is an academic program that prepares students to serve as Occupational Therapy Assistants. This program aspires to graduate health allied professionals of the highest quality following the standards of practice of the profession in the different areas of competence to enable them to exercise the profession successfully in different work scenarios. In its educational philosophy, the program incorporates the importance of the occupation and the potential of everyday living activities to promote health and well-being. The program is based on the science of human behavior and incorporates in its curriculum scientific and clinical evidence-based practices. The Occupational Therapy Assistant restores, supports, and modifies the environment to reinsert the individual with physical or emotional challenges into everyday life. The Occupational Therapy Assistant intervenes in all areas of occupational performance through the implementation of treatment plans under the supervision of an Occupational Therapist. All graduates of the program must take and approve licensing examination established by law to work as an Occupational Therapy Assistant in Puerto Rico. They must submit to the Board of Examiners of Occupational Therapy the diploma or graduation certificate, an official transcript of credits, and Criminal Background Certificate from the Puerto Rico Police Department.

The Occupational Therapy Assistant Associate Degree Program at Huertas College is intended to provide a specific progression throughout its development. It is an integrated program that must be completed within six semesters. The program includes general courses such as, Spanish, English, General Psychology, Mathematics, Human Anatomy, and concentration courses. Some general and concentration courses may include additional laboratory hours. As the curriculum advances, the student will encounter courses that are more complex and could entail more practice time in the clinical areas, the classrooms, and the Laboratories. Students **must** read and sign the Student Consent Form for Classroom, Laboratory, and Clinical Experiences (refer to Occupational Therapy Assistant Student Laboratory Manual, appendix A) which will be handed out during the first week of classes.

As of their fourth semester, the students will have the opportunity to visit the practice centers. This is intended to provide the student with the opportunity of observing basic occupational therapy procedures in a real setting and being exposed to professional socialization. The experience will be a community based one and will take place in a variety of scenarios. The Fieldwork Coordinator, outside of class time, will coordinate these visits; they are also subject to the availability of the centers at the time.

Students will begin to participate in limited clinical experiences as of the fourth semester. However, students are expected to demonstrate some specific skills in accordance with the courses already taken; these skills will be assessed formally and discussed with the students in order to contribute to their professional development. By the sixth semester, students will participate in full-time clinical practice, in order to complete 630 hours. Students will be assigned to two different practice scenarios that could be pediatric, physical dysfunction, or mental health. The clinical practice helps the student to apply and integrate the theory principles and skills he/she learned in the didactic courses. The

student will be supervised by an experienced and licensed Occupational Therapist. At that time, the student is expected to demonstrate greater skills and aptitudes in the responsibilities of an OTA. This fieldwork practice experience will be the final practice and will be completed within 8 weeks for each assigned scenario.

The program of studies will take place from Monday to Friday, daytime hours from 8:00 a.m. to 4:00 p.m., except for clinical practices whose hours range from 7:00 a.m. to 6:00 p.m.

Consequently, students who are admitted to the Program are expected to set aside this time and not use it for other activities or personal commitments. Punctuality, attendance, and compliance with established schedules are of crucial importance for effective progression in the Program. The Level 2 Fieldwork must be completed within 24 months following completion of the didactic portion of the program.

Students will be admitted to the Program only once a year in the month of September. Accordingly, concentration courses are offered only once a year, which means that a student who fails a technical concentration course will have to wait until the following year to repeat it and consequently the student progression through the program will be affected. If, at any time during their progression in the program, students are affected by personal problems or any situations that interfere with their effective advancement, they must seek assistance and counseling from the Program Director in order to make an acceptable decision consistent with the situation. Previous to completed **Clinical Experience Level II the student needs to approve departmental Examination review with 70% or more.**

Occupational Therapy Assistant Associate Degree Program

PROGRAM DESCRIPTION

The Associate Degree Program in Occupational Therapy Assistant at Huertas College is an academic program that prepares students to serve as Occupational Therapy Assistant (OTA). The OTA supports, restores or modifies the environment to reintegrate the individual into daily life. It intervenes in all areas of occupational performance and gives the individual, with disability or special needs, the opportunity to carry out daily living tasks. The Program in Occupational Therapy Assistant enables the student to implement treatment plans to rehabilitate people with special needs under the supervision of the Occupational Therapist. The Occupational Therapist Assistant works closely with occupational therapists to develop treatments and daily routines that make life easier for people with mental or physical challenges. It is based on knowledge in science of human behavior level, in a scientific and clinic manner. All graduates of the program must take and approve a revalidation examination, established by law, to practice as an Occupational Therapist Assistant in Puerto Rico. All Occupational Therapy Assistant must submit to the board, diploma or graduation certificate, official transcript of credit and Certificate of Good Standing, among others.

PROGRAM CURRICULAR SEQUENCE

FIRST SEMESTER

| CODE | TITLE | CREDITS |
|------------|--------------------------------------|---------|
| ATOC 4301 | Introduction to Occupational Therapy | 3 |
| BIOL 1124R | Anatomy and Physiology I | 3 |
| BIOL 1134 | Anatomy and Physiology I Laboratory | 1 |
| SOC 1015 | General Psychology | 3 |
| REME 2201 | Medical Terminology | 3 |

Total 13

SECOND SEMESTER

| CODE | TITLE | CREDITS |
|------------|---|---------|
| ATOC 4302 | Applied Kinesiology Occupational Therapy | 1 |
| ATOC 4302L | Applied Kinesiology Occupational Therapy Laboratory | 2 |
| ATOC 4303 | Psychosocial Area Occupational Therapy | 3 |
| BIOL 1125 | Anatomy and Physiology II | 3 |
| BIOL 1135 | Anatomy and Physiology II Laboratory | 1 |
| ESP 1021 | Basic Spanish I | 3 |

Total 13

THIRD SEMESTER

| CODE | TITLE | CREDITS |
|------------|--|---------|
| ATOC 4304 | Pediatric Occupation Theory | 3 |
| ATOC 4305 | Occupational Therapy Applied to the Psychosocial Area | 1 |
| ATOC 4305L | Occupational Therapy Applied to the Psychosocial Area Laboratory | 2 |
| ATOC 4306 | Health Concepts in Physical Dysfunction | 2 |
| ATOC 4306L | Health Concepts in Physical Dysfunction Laboratory | 1 |

Revised 2/23/17, 2/14/2018/ June/2021/October 2021/March 2022

| | | |
|----------|------------------|-----------------|
| ESP 1022 | Basic Spanish II | 3 |
| | | Total 12 |

FOURTH SEMESTER

| CODE | TITLE | CREDITS |
|------------|---|-----------------|
| ATOC 4307 | Pediatric Therapeutic Media | 2 |
| ATOC 4307L | Pediatric Therapeutic Media Laboratory | 2 |
| ATOC 4308 | Psychosocial Therapeutic Media | 1 |
| ATOC 4308L | Psychosocial Therapeutic Media Laboratory | 2 |
| ATOC 4309 | Clinical Experience Level I | 2 |
| ING 1031 | Basic English I | 3 |
| MAT 1041 | General Mathematics | 3 |
| | | Total 15 |

FIFTH SEMESTER

| CODE | TITLE | CREDITS |
|------------|---|-----------------|
| ATOC 4310 | Occupational Therapy Ethics and Effective Documentation | 2 |
| ATOC 4311 | Therapeutic Media in Physical Dysfunction | 1 |
| ATOC 4311L | Laboratory Therapeutic Means in Physical Dysfunction | 2 |
| ATOC 4312 | Geriatrics Occupational Therapy | 2 |
| ATOC 4313 | Assistive Technology in Occupational Therapy | 2 |
| ING 1032 | Basic English II | 3 |
| | | Total 12 |

SIXTH SEMESTER

| CODE | TITLE | CREDITS |
|-----------|------------------------------|-----------------|
| ATOC 4314 | Clinical Experience Level II | 14 |
| | | Total 14 |

The courses of the Occupational Therapy Assistant Associate Degree Program should be approved with a minimum grade of C (70%), other laboratories must be approved with a minimum grade of B (80%).

DISTRIBUTION OF HOURS / CREDIT

| | |
|-----------------------|-----------|
| General Education | 18 |
| Related courses | 11 |
| Concentration Courses | 34 |
| Internship/Practice | 16 |
| Total Credits | 79 |

The Occupational Therapy Assistant Associate Degree Program is currently accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) for a period of 7 year. ACOTE is located at 6116 Executive Boulevard, Suite 200 North Bethesda, MD 20852-4929 ACOTE'S telephone number is: (301)652-AOTA and its Web Address is: www.acoteonline.org. If the institution obtains the accreditation,

students admitted in the program will be able to take the National Board examination of the U.S., otherwise they may take the Puerto Rico Board examination. Rev. 2021

Course Description

| | | |
|------------------|---|------------------|
| ATOC 4301 | Introduction to Occupational Therapy | 3 cr/45hr |
| PREREQUISITE: | N/A | |
| COREQUISITE: | N/A | |

The Introduction of Occupational Therapy course present the fundamental and medullary aspects of Occupational Therapy. This is the initial opportunity when students begging know and related with the profession included theory and history's importance aspects. The course is of basic content when study the generic and specific abilities that an occupational therapy assistant and ethics aspect associated with professional practice. It studies the conceptual origin and evolution of OT practice, the main concepts, models of practice and frame of reference that support the OT practice. In other hand, the course is aimed to describe the meaning, the dynamics of occupation and activity in the patient's recovery process, as well as the importance to learn the individual, group and population interaction in the areas of occupation. Learning the skills and patterns of occupational performance and how the environment in which people are surrounded impacts the ongoing health/sickness. The course aims to enable the student to articulate the importance of balancing the areas of occupation to promote health and wellness; it also explains the role of the occupation in health promotion, prevention of disease in people, family and society.

The content of course described is guided by Bloom's Taxonomy of Learning Domains and the hierarchy of learning levels. Therefore, each domain (Cognitive, Affective and Psychomotor) directs the decisions that are related to the sequence of courses, the presentation of content and the approach of the faculty. This is part of promotion to student's training in different formation areas in Occupational Therapy.

As part of cognitive domain the course foment that students acquire knowledge about the philosophy and history of the profession, code of ethics, laws and regulations that impact the practice of occupational therapy and includes a general description of the effects of illness and disability on the individual, group and population within the sociocultural context. In this domain also attend the Practice Standards of OT, the OT Practice Framework, models and frameworks in OT services delivery, and other aspects. The affective domain is integrated because the students should apply the Code of Ethics that rule the profession, to OT practice and they should identify their personal and sociocultural values that could not encourage that persons, groups and populations with disabilities or functional diversity participate in society. Finally, in psychomotor domain, the students participate in different individual and group activities to apply the topics of course and others as the development of basic skills of activity analysis.

| | | |
|--------------------|--|------------------|
| ATOC 4302 | Applied Kinesiology Occupational Therapy | 1 cr/15hr |
| PREREQUISITE: | BIOL 1124R, BIOL1134 | |
| COREQUISITE: | ATOC 4302L | |
| ATOC 4302 L | Applied Kinesiology Occupational Therapy Laboratory | 2 cr/60hr |
| PREREQUISITE: | BIOL 1124R, BIOL 1134 | |
| COREQUISITE: | ATOC 4302 | |

The course of Kinesiology is based on Bloom's taxonomy including learning domains like cognitive, affective, and psychomotor skills. The learning of basic principles of kinesiology, contributes on developing knowledge and practical experience to help students understand the human body functions. The students will be exposed to clinical and laboratory experience, in where they can integrate concepts using clinical reasoning. During the course, the **Cognitive Domaine** is integrating skills like understanding, applying, analyzing, evaluating and creating projects to capture the process of learning. The student will gain knowledge about the anatomical and functional aspects of human movement, emphasizing the role of the bone and neuromuscular structures and their relationships. This domain is developed with different strategies like projects, written works, and power point and oral presentations. The **affective domain** includes the way students integrate their values, attitudes, appreciation and motivation to the class and the Occupational Therapy profession. The professor educated the students in ethical behavior and professional conduct according to standard of practice. Those skills prepare the students when will go to a real setting, and promote that the service offer will be ethical, safe and with quality. The affective domain includes group projects and student presentations about specific topics. Continuing with Bloom's Taxonomy, the **psychomotor domain**, is very important in this course. The student will develop skills of physical movement and the use of motor skills to apply in the laboratory class. The seven major categories in the psychomotor domain include origination, adaptation, and complexity over response, mechanism, guided response, set and perception (Clarck, 2015). Some categories are integrated into the laboratory experiences and practical exams. Through demonstrations and laboratory experiences, students learn to identify musculoskeletal structures, their characteristics and functions, palpation of superficial structures in the body, and assessment techniques for posture alignment. It also includes the study and analysis of functional regions of the musculoskeletal structure, normal motions, deviations, and the body mechanics of the human body. The gait analysis and patterns are also discussed in the course. The assessment for this domain includes practice test, laboratory skills rubric, group projects, and use of the Interdisciplinary Simulation Clinic (CSI).

| | | |
|------------------|---|------------------|
| ATOC 4303 | Psychosocial Area Occupational Therapy | 3 cr/45hr |
| PREREQUISITE: | ATOC 4301, SOC 1015 | |
| COREQUISITE: | N/A | |

The content of course described is guided by Bloom's Taxonomy of Learning Domains and the hierarchy of learning levels. Therefore, each domain (Cognitive, Affective and Psychomotor) directs the decisions that are related to the sequence of courses, the presentation of content and the approach of the faculty. This is part of promotion to student's training in different formation areas in Occupational Therapy. As part of cognitive domain, the course foments that student acquire knowledge of Psychosocial Area Occupational Therapy. The course designed to study the history, the concept of human behavior and the relation in occupational therapy process with patients/clients that facing challenges in the mental health field. It includes the study of clinical characteristics and mental health diagnoses that affect people in the different areas of occupational therapy. This is the first part of a sequence of courses designed to discuss the knowledge and understanding of human developmental thorough lifespan. The course included the theory and application of the Occupational Therapy Process (OT) to a variety of situations and human conditions with psychosocial and cognitive dysfunctions that affect the performance of persons in daily life activities and interfere with diversity sociocultural factor of the human being. The integration of clinical reasoning abilities and evidence-based practice are fostered to guide decisions related to the selection of an adequate practice model. Appropriate frames of reference are described and used to carry out the OT intervention with patients/clients with mental health conditions as a part of affective and psychomotor domain.

ATOC 4304 Pediatric Occupation Theory 3 cr/45hr

PREREQUISITE: ATOC 4301, ATOC 4302/4302L, SOC 1015

COREQUISITE: N/A

This course is based on Bloom's Taxonomy of Learning Domains (Cognitive, Affective, and Psychomotor) and hierarchical levels of learning in which each domain guide decisions related to course sequence as well as the presentation of content, course objectives and faculty approach. It is part of training to promote different areas in student's formation. The course encompasses the study of human development from birth to adolescence, with emphasis on the occupational performance of typical and atypical individuals. The subjects include theory and application, frames of reference, occupational therapy process, evidence-based practice, and the functions of the Occupational Therapist and the Occupational Therapy Assistant in the service of the pediatric population. We will discuss different diagnoses and conditions that affect the pediatric population and their impact on daily life activities. Early stimulation in the development process will be emphasized, as well as the psychomotor development of human beings. The course additionally discusses the evaluation and screening processes to guide the occupational therapy intervention plan in the pediatric area. In the cognitive domain the students can develop his knowledge respect to human development from birth to adolescence, the theoretical tools of approach, models, and conceptual frameworks useful in the occupational therapy services delivery and health condition in the pediatric population. In the affective domain, the students can identify with a setting and population that want serve. Also, they should recognize the relevance of therapeutic use of self in professional relations with clients with different cultural-social-economic backgrounds. In the other hand, the psychomotor domain guide to integrating in the exercises and assignments where the students apply the process of occupational therapy services as: writing of treatment goal, activity analysis, in others. These are some treatment tools that an OTA uses.

ATOC 4305 Occupational Therapy Applied to the Psychosocial Area 1 cr/15hr

PREREQUISITE: ATOC 4301, 4302/4302L, ATOC 4303, BIOL 1124R, BIOL 1134, BIOL 1125, BIOL 1135, SOC 1015,
COREQUISITE: ATOC 4305L

ATOC 4305L **Occupational Therapy Applied to the Psychosocial Area Laboratory** **2 cr/60hr**
PREREQUISITE: ATOC 4301, ATOC 4303, BIOL 1124R, BIOL 1134, BIOL 1125, BIOL 1135, SOC 1015
COREQUISITE: ATOC 4305

This course is based on Bloom's Taxonomy of Learning Domains (Cognitive, Affective and Psychomotor) and hierarchical levels of learning in which each domain guide decisions related to course sequence as well as the presentation of content, course objectives and faculty approach. It is part of training to promote different areas in student's formation. In the Cognitive and Psychomotor domain this course covers the application of frames of reference, processes of screening, evaluation, and assessment in the mental health area, and interventions in different practice settings. In the Psychomotor level the course also integrates practical experiences using different evaluation methods and treatment techniques. The course discusses the documentation process and reimbursement sources for the mental health practice. In the affective domain integrate a description of ethical and conceptual factors of health and offering services to persons with psychosocial limitations. The subjects include interventions, techniques, and equipment to maximize participation in significant occupations, increase independence, and ensure safety.

ATOC 4306 **Health Concepts in Physical Dysfunction** **2 cr/30hr**
PREREQUISITE: ATOC 4301, ATOC 4302, ATOC 4302L, ATOC 4303, BIOL 1124R, BIOL 1134, BIOL 1125, BIOL 1135, SOC 1015
COREQUISITE: ATOC 4306L

ATOC 4306L **Health Concepts in Physical Dysfunction Laboratory** **1 cr/30hr**
PREREQUISITE: ATOC 4301, ATOC 4302, ATOC 4302L, ATOC 4303, BIOL 1124R, BIOL 1134, BIOL 1125, BIOL 1135, SOC 1015
COREQUISITE: ATOC 4306

This course is focused on the study and analysis of the methods, techniques, instruments, and specific activities of evaluation, treatment, and reeducation/adaptation of the person with physical dysfunction taking into consideration the individual way of life and the human and non-human context surrounding the patient. It is designed to study the occupational therapy theoretic process in relation to persons with physical problems throughout the life cycle of the human being. The history of the reform of health services in Puerto Rico and the United States is described, as well as the different performance skills and practice models used in the area of physical dysfunction. It helps students to familiarize themselves with different clinical diagnoses and symptomatology that they will encounter later on. It also integrates concepts, foundations, practice models, frames of reference, techniques, and treatment methods applicable to occupational therapy processes for persons with physical and/or sensory dysfunctions. The course prepares students to understand, from an all-inclusive point of view, the needs arising from different situations that result in a physical disability.

PREREQUISITE: BIOL 1124R, BIOL 1134, BIOL 1125, BIOL 1135, ATOC 4301, ATOC 4032/4302L, ATOC 4303, ATOC 4304, ATOC 4305, ATOC 4305L, SOC 1015
COREQUISITE: ATOC 4308

This course is based on Bloom's Taxonomy of Learning Domains (Cognitive, Affective and Psychomotor) and hierarchical levels of learning in which each domain guide decisions related to course sequence as well as the presentation of content, course objectives and faculty approach. It is part of training to promote different areas in student's formation. This course will be focused on the development of observation, evaluation, documentation skills, as well as teaching, adaptation, and classification of self-care, work, play, rest, and leisure occupations for persons with psychosocial problems as a part of cognitive, affective and psychomotor levels. As a part of psychomotor level, the course includes the integration of group dynamics, therapeutic use of self, and interventions to maximize participation in significant occupations and ensure safety. In The cognitive level's students will learn about diverse therapeutic modalities, the importance of occupation, and how to demonstrate their application in a general manner as a part of psychomotor level. The course will integrate the performance functional activities, selection according to functional and/or cognitive requirements, and the interests of the persons with psychosocial disorders. It will also integrate cognitive stimulation techniques and identification of technological aids. The topics include intervention techniques, the importance of participation in occupations, improving independence, and promoting safety in patients with mental health challenges.

ATOC 4310 **Occupational Therapy Ethics and Effective Documentation** **2 cr/30hr**
PREREQUISITE: ATOC 4301, ATOC 4302/4302L, ATOC 4303, ATOC 4304, ATOC 4306/4306L, SOC, 1015, REME 2201, ESP 1022
COREQUISITE: N/A

The OTA course sequence is based on Bloom's Taxonomy of Learning Domains (Cognitive, Affective and Psychomotor) and hierarchical levels of learning in which each domain guide decisions related to course sequence as well as the presentation of content in a course, course objectives and faculty approach. This course delves into the study of all aspects related to an ethical professional behavior and into understanding the main reasons for documenting occupational therapy services effectively as a part of cognitive and affective levels into the bloom taxonomy. The course is meant to strengthen all the previously learned concepts about ethics and documentation integrating a variety of activities such as practice exercises and simulations as a part of psychomotor domain. The subjects include ethical principles in the workplace, integration of the code of occupational ethics, the roles and functions of regulatory organizations, financing systems, reimbursement, and healthcare systems. It also focuses on different techniques and strategies to write progress and discharge reports. The course also trains the occupational therapy assistant regarding collaboration with the occupational therapist

environment factors. Students will attend a non-profit community base center 7 hours per week until they complete 75 hours.

The course will be complemented with readings and classroom assignments. This course is based on Bloom's Taxonomy of Learning Domains (Cognitive, Affective and Psychomotor) and hierarchical levels of learning in which each domain guide decisions related to course sequence as well as the presentation of content, course objectives and faculty approach. It is part of training to promote different areas in student's formation.

In cognitive domain, they have an opportunity to confirm the knowledge that received in the last courses about the OT professional practice, explain the main aspect of the social issue that represent risk to wellness and develop their critical thinking of community field. All this through different learning activities, geared to facilitate reflexive practice and the development of skills and knowledge. In the affective domain, in fieldwork level, it offers the opportunity to make decisions based in the professional values and ethical principles of the ethics code of the profession. Also, the students have the opportunity to serve professionally to participants with a cultural diversity. In other hand, the course also has a psychomotor aspect in which the OTAS can implement the service model to know the population that they will serve and his occupational needs, the planning and the realization of activities that attends these needs. Also include the participation in assessment and evaluation process with participants, the integrant team, the fieldwork educator and the academic fieldwork coordinator

| | | |
|-------------------|---|------------------|
| ATOC 4311 | Physical Dysfunction Therapeutic Methods | 1 cr/15hr |
| PREREQUISITE: | BIOL 1124R, BIOL 1134, BIOL 1125, BIOL 1135, ATOC 4301, ATOC 4302, ATOC 4302L, ATOC 4303, ATOC 4304, ATOC 4305, ATOC 4305L, ATOC 4306, ATOC 4306L, ATOC 4307/4307L, SOC 1015, REME 2201 | |
| COREQUISITE: | ATOC 4311L | |
| ATOC 4311L | Physical Dysfunction Therapeutic Methods Laboratory | 2 cr/60hr |
| PREREQUISITE: | BIOL 1124R, BIOL 1134, BIOL 1125, BIOL 1135, ATOC 4301, ATOC 4302, ATOC 4302L, ATOC 4303, ATOC 4304, ATOC 4305, ATOC 4305L, ATOC 4306, ATOC 4306L, ATOC 4037/4307L ,SOC 1015, REME 2201 | |
| COREQUISITE: | ATOC 4311 | |

The course sequence is based on Bloom's Taxonomy of Learning Domains (Cognitive, Affective and Psychomotor) and hierarchical levels of learning in which each domain guide decisions related to course sequence as well as the presentation of content. In the course. Aligned to cognitive domains, the course gives students the opportunity to gradually familiarize themselves with different clinical diagnoses and symptomatology that may generally appear in the area of physical disability. In this course students apply knowledge of ATOC 4306- Health Concepts on Physical Dysfunction and Laboratory that

covered the theory and foundations of the role of the occupational therapy assistant in physical dysfunction practice and explains the occupational therapy process and documentation of services. In the affective domain, students identify conditions, situations, physical and psychological factors that affect the inclusion, social participation and wellness of clients with physical dysfunction and identify strategies for promotion of health and wellness and prevention of illness in order to support the participation of the client in meaningful occupations. Aligned to Bloom's taxonomy psychomotor domain, the course provides classroom and laboratory experiences to assess and observe universal precautions, motor control, range of motion, muscle strength, deficits in sensation, perception and cognition.

| | | |
|------------------|---|------------------|
| ATOC 4312 | Geriatrics Occupational Therapy | 2 cr/30hr |
| PREREQUISITE: | ATOC 4301, ATOC 4302, ATOC 4302L, ATOC 4305, ATOC 4305L, ATOC 4306, ATOC 4306L, ATOC 4308, ATOC 4308L, ATOC 4309, SOC 1015, REME 2201 | |
| COREQUISITE: | N/A | |

The OTA course sequence is based on Bloom's Taxonomy of Learning Domains (Cognitive, Affective and Psychomotor) and hierarchical levels of learning in which each domain guide decisions related to course sequence as well as the presentation of content in a course, course objectives and faculty approach. This course is designed to study the effects of OT on the aging population. The course is based in the physical, emotional, and cognitive processes that change in old age and included cognitive, affective and psychomotor hierarchical levels in the learning process. Included basic knowledge and understanding of human evolution and developmental from adult to aging. The impact of specific characteristics of the geriatric population on the practice of OT are emphasize under an all-inclusive intervention approach. It also includes the discussion of the main functions of OT at different levels of performance and assistance to the geriatric population. Through this course, students will learn to apply safe treatment techniques, identify risk factors, carry out or collaborate on the screening and evaluation processes, and to identify resources to help elderly people for improve daily living performance and independence in their home and community

| | | |
|------------------|--|-----------------|
| ATOC 4313 | Occupational Therapy Assistive Technology | 2cr/30hr |
| PREREQUISITE: | ATOC 4301, ATOC 4302, ATOC 4302L, ATOC 4303, ATOC 4304, ATOC 4305, ATOC 4305L, ATOC 4306, ATOC 4306L, ATOC 4307, ATOC 4307L, ATOC 4308, ATOC 4308L, ATOC 4309, SOC 1015, REME 2201 | |

COREQUISITE: N/A

This course will introduce students to a variety of support technology used in occupational therapy settings to promote different formative areas of the student develop in Occupational Therapy process and intervention. The OTA course sequence is based on Bloom's Taxonomy of Learning Domains (Cognitive, Affective and Psychomotor). This course is including theory of assistive technology, services, computer programs, switches, low vision adaptive devices, high and low technological for persons with mobility problems, posture, communication, vision, hearing, and/or cognitive problems. The course explains the use of Assistive Technology (AT) to improve occupational performance and promote inclusion in persons, groups and populations with special needs. Describe the principle related to assessment and intervention in AT services delivery and the importance relation in OT practice and the role on OTA in the assessment, recommendation or intervention of assistive device in OT practice. The course helps the ATO student to know, apply and analyze various technological alternatives for people with different types of disabilities. In cognitive domain in the course the students can explain and develop his knowledge respect the assistive technology field and the OTA in the services delivery. They will integrate the AT model with many populations. In affective domain students describe the values that they need as OTA to services in this field. Evaluate and distinguish. the behavior to promote the professional relation based in justice and the wellbeing of OT clients. The students be prepared with the psychomotor domain through the construction to adaptation or modification of an equipment or device to facilitate the functional capacities of persons in his occupational performance according to client factors, performance skills or patterns to promote occupational performance in people with disabilities.

ATOC 4314 Clinical Experience Level II 14cr/630hr

PREREQUISITE: ATOC 4301, ATOC 4302, ATOC 4302L, ATOC 4303, ATOC 4304, ATOC 4305, ATOC 4305L, ATOC 4306, ATOC 4306L, ATOC 4307, ATOC 4307L, ATOC 4308, ATOC 4308L, ATOC 4309, ATOC 4310, ATOC 4311/4311L, ATOC 4312, ATOC 4313, SOC 1015, REME 2201, ING 1032, MAT 1041, ESP 1022

COREQUISITE: N/A

Description: During this course, students will have the opportunity to practice in two different settings that offer OT services and complete 640 hours of supervised practice. Students will be assigned to two different practice settings selected among the following: physical dysfunction and **mental health centers**. Clinical practice helps students integrate and apply theoretic concepts and techniques learned in academic courses. Students will be able to demonstrate OT processes and practice the abilities that OTAs must have at entry level. Experienced and duly certified OT professionals will supervise the students. Students are expected, among other things, to develop professional identities as practicing OTAs, aligning their professional judgement and decisions with AOTA, practice regulations, and the OT code of ethics. The practice period will be divided so that students may practice in at least two different practice settings, according to the availability of centers and/or the interests of the students. This practice periods will be divided into two eight-week periods by practice setting.

This course is based on Bloom's Taxonomy of Learning Domains (Cognitive, Affective and Psychomotor) and hierarchical levels of learning in which each domain guide decisions related to course sequence as well as the presentation of content, course objectives and faculty approach. It is part of training to promote different areas in student's formation.

In cognitive domain the student has the opportunity to demonstrate the knowledge that they received in the program course in different activities or task as part of fieldwork practice and develop information that be needed in education patient process of intervention to different (clients and professional). In the affective domain, the students should take all decision based in the values and ethics principles of the profession. In other hand, in the psychomotor domain the students should apply the technics and strategies in intervention of one psychosocial and one physical dysfunction settings.

EXPLANATORY NOTE:

Prior to beginning the Level II clinical experience, students must have successfully completed all courses in the program's curriculum, including general education courses. Students must master **all** laboratory skills. Students who are having difficulties in any skill or competence will not proceed to clinical practice until they demonstrate proficiency through additional tutoring. The program requires students to engage in an intensive three-day test preparation course at the end of the semester prior to complete program requirements for graduation and take the Occupational Therapy Knowledge Examination (OTKE). Student must approve the Departmental Exam with 70% or more before completion of program requirements to pass FW level II (ATOC 4314). The FWI practice do not substitute any part of FW II practice.

. Completion in Timely Manner Policy

The Occupational Therapy Assistant Program at Huertas College is a full-time two years in length academic program (including summer) distributed through six semesters which are divided into three per academic year. Five semesters are devoted to completing the didactic courses and one semester to complete clinical fieldwork II, which consists of two eight-week full-time periods (May-August). The Program's completion in a timely manner policy establishes that students must complete the Level 2 Fieldwork within 24 months following completion of the didactic portion of the program. Some exceptions are applicable if any of the following conditions occur; Disease/health condition certified by a medical specialist. The Institution offers a maximum of two weeks in this scenario (Student Manual, page 25); Natural and atmospheric events, for example; earthquake, hurricane, storm, etc. that can prevent access to the practice center; Public health emergencies such as; pandemics, or epidemics in which the federal or state government, fieldwork setting or Institution establishes restrictions that can prevent access to the practice center; A student obtains a no-pass in a rotation of Clinical Experience Level II for the reasons stipulated in OTA Handbook Clinical Practice.

Characteristics of the Occupational Therapist Assistant Student

The faculty of the Associate Degree in Occupational Therapy Assistant Program expects students to exhibit the following characteristics:

- A. Aspiration to work with people to help them achieve their full potential.
- B. Responsibility for their own learning
- C. Commitment to completing the Program.
- D. Values consistent with those of a health care professional
- E. Responsibility for demonstrating the attitudes and behaviors expected from an Occupational Therapy Assistant according to the Code of Ethics of the American Occupational Therapy Association
- F. Effective interpersonal relationship skills, including sensitivity and tolerance for diversity.
- G. Responsibility for communicating with the faculty and administrative personnel in an assertive and timely manner.
- H. Responsibility for adhering to institutional rules and policies, as described in the catalog of the institution and the Program's handbooks and manuals.
- I. Active participation in the planning and preparation of the clinical experience
- J. Openness to constructive criticism, suggestions, and recommendations from the faculty and fellow students
- K. Respect toward faculty, staff members, and fellow students
- L. Acceptance of responsibility for their own actions
- M. Responsibility for participating in the continuous evaluation process of the Associate Degree in Occupational Therapy Assistant Program.
- N. Possess excellent interpersonal communication skills as well as the ability to easily understand what has happened to a particular patient.
- O. Inspire confidence to encourage and convince the patient.
- P. Have the ability to explain things clearly, for example: make sure the patient has understood perfectly how to use assistive equipment.
- Q. Be patient.
- R. Have the ability to empathize and to understand the feelings and thoughts of the patient: for example, when he or she experiences frustration or anxiety.
- S. Be dynamic and have observational skills in order to collaborate in the patient's assessment and track his/her progress.
- T. Know how to keep records and use computer systems.
- U. Have ability to read and write for reports.
- V. Possess teamwork skills.

Academic Standards

1) Admissions Criteria and Process

All persons who request admission to the Associate Degree in Occupational Therapy Assistant Program must satisfy the following requirements and pre- requirements:

1. Be a High School graduate or its equivalent.
3. Complete the College Admission Application
4. Have a High School or transfer Grade Point Average of at least 3.00 GPA.
4. Attend an interview with faculty members on the stipulated date and pass it with at least 70%
5. Know the Job: Students require to perform at least two-hour observation during OT intervention in a scenario that provided services in occupational therapist.
6. Prerequisite soft skills for the job include strong communication skills, strong interpersonal skills, creativity, flexibility, interest in the human body, sincere enthusiasm for patient care and a genuine passion for helping people improve their quality of life.
7. Student with post graduate study require a minimum point average of 3.00 GPA to qualify to credit validation process.

The admission offices will provide specific deadline dates to apply to enroll in the Occupational Therapy Assistant Program. At least 50 applications have been submitted, the students who meet the minimal criteria of high school diploma and a minimum graduation GPA of 3.00 will be called for an interview with the program's faculty. The interview is intended to evaluate skills such as writing, communication skills, leadership, and critical analysis, among others. It will be divided into an oral section and a written section. The purpose of the oral section is to evaluate communication, analysis, and interpersonal relations skills; the purpose of the written section is to evaluate the prospect's knowledge about the profession and his/her writing skills. Both the oral and the written sections have a value of 15 points each, for a total of 30 points. Students require participation in an observation of occupational therapy procedures to be considered in the interview process.

The score obtained in the written section will be added to the score obtained in the oral section at the end of the interview. Then a total score will be calculated to include the academic grade point average of the student and the interview punctuation. The GPA will account for 40% and the interview for 60% of the weight of the total score. For example, if the student has a GPA of 3.80 and the total percentage of the interview was 85% (equivalent to an interview score of 25.5 to 30), his/her total score would be calculated as follows:

$$\text{GPA} = 3.80/4.00 \times .40 = 0.38$$

$$\text{Interview} = 85/100 = 0.85 \times 0.60 = 0.51$$

$$\text{Total} = 0.38 + 0.51 = 0.89 \times 100 = 89$$

The student's final score will be 89%.

Once the process is completed, the 30 students with the highest scores will be chosen. They will be notified via regular mail and/or telephone calls. The students will also be summoned to receive a detailed orientation about the Program. In this orientation, the students must read and sign the consent form to participate in the educational activities and experiences of the Program.

2) Policy of Satisfactory Academic Progress

To advance effectively in the Program, all enrolled students must maintain a minimum grade point average of 3.00. All Program technical courses must be approved with at least a “C”; if the student receives a lower grade, he/she must repeat the course the next year. A student who fails in any course of the program will have only one additional opportunity to repeat the course. The core courses of the program are only offered once a year. Students who fail in a course will have up to a maximum period of three years to complete all the requirements of the program. To determine the academic progress of the student in the case of repeated courses, the highest grade will be taken into consideration; however, the original grade will remain in the academic record. Clinical practices in class and laboratories must be approved with at least an 80% score and required to be compliance with competence assessment policies to be enrollment with FW practice level I and FW practice level II. The grading curve that will be used for this program will be the following:

A – 90-100
B – 80-99
C – 70-79
D – 60-69
F – 0-59

The grading curve for clinical experiences will vary according to the Clinical Performance Instrument (CPI) expectations. For more details regarding satisfactory academic progress, please refer to (www.huertas.edu). Referred to Institution’s catalog 2019-2023([Eng Catalog 2019-2023 \(huertas.edu\)](#)), Institutional Student Manual 2018-2021([Manual del Estudiante \(huertas.edu\)](#))

3) Credit validation for transferred and prior learning policy.

Huertas College is an institution authorized by the Puerto Rico Board of Education and accredited by the Middle States Commission on Higher Education, MSCHE. It operates under the state and federal laws that apply to all institutions of higher education and administrator of federal funds. Its responsibilities include establishing policies and procedures that ensure compliance with state and federal laws and regulations. (Huertas College). The Associate Degree in Occupational Therapy Assistant Program at Huertas College is currently accredited by the accreditation with the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA) for a period seven-year period (Grant a Status of Accreditation).

Huertas College and OTA program reserves the right to validate courses from other post-secondary institutions in Puerto Rico or abroad. Huertas College establishes a maximum number of credits to be validated by transfer, articulation agreements, prior learning, military courses, challenge exam and advanced level that can be validated, considering the level of previous study and the degree obtained in the student's institution of origin (Huertas College).

In Huertas College credit validation for transfer requires an official transcript credit before admission process. The OTA program required a minimum point average of 3.00 GPA to qualify to credit validation. The candidate requires to be compliance with OTA program Policy of satisfactory Progress. The general course and related course with validation must be transferred with at least a "C and laboratory related course with a minimum with "B". OTA program concentration course required to be evaluated with OTA program faculty and approved by OTA program Director. The OTA program concentration course credit validation is requested to be compliance with OTA program curriculum design and be compliance with ACOTE program accreditation process to be considered to credit validation transferred.

OTA PROGRAM COURSE THAT APPLIED TO COURSE CREDIT VALIDATION TRANSFERRED

DISTRIBUTION OF HOURS / CREDIT

| | |
|-------------------|--------|
| General Education | 18 |
| Related courses | 11 |
| Total | 29 |

4) Work Experience Validation Credit

The OTA program does not provide credit validation regarding student work experience. For other, retention policies and procedures of Huertas College applicable to all students, please refer to the Student Handbook, available at www.huertas.edu. Credit Validation transferred page 19 to 22 in institutional catalog ([Eng Catalog 2019-2023 \(huertas.edu\)](#)) and page 18 to 21 in Institutional Student Handbook (<https://huertas.edu/hc/wp-content/uploads/2020/07/STUDENT-HANDBOOK-2018-2021.pdf>)

5) OTA Program Enrollment and Pre-Enrollment

Enrollment Management is the component responsible for planning the institutional enrollment processes. Several enrollment modalities are established to facilitate students validating the process. The academic calendars for each semester contain the dates for registration for each segment of the college community (Huertas College). The OTA program admits student one time in a year (September). In the first semester new students are required to participate in Program Student Orientation Assembling with core faculty.

Academic advice is given through the enrollment and pre-enrollment process. Prior to the end of each semester, students meet with the academic counsellor (occupational therapy assistant faculty) to evaluate the student's performance and the scope and sequence in the program curriculum. This process allows the student to foresee the classes to be taken during further semesters, and it gives the opportunity to keep track of his/her academic progress. The student with poor academic progress was oriented by OTA core faculty, referred to program director or Academic Counsellors to evaluated student's needs. The Institutional Catalogue establishes the Enrollment Management policies and procedures, and the OTA Student Manual establishes General Procedures for Retention, Recruitment, and Early Detection of Needs in the OTA Program. The student was evaluated and oriented by core faculty in each course using Ethics of conduct rubrics and laboratory competence rubrics establish in competence assessment policy. The students required to be compliance with competence assessment policy to be compliance with proper academic progress and was documented in program students' files with proper plan of correction as student necessities.

During the pre-enrollment process, active students, and the academic counselor, select and register the courses for next semester. A professional counselor might collaborate in the process if required. The selection of these courses is according to the scope and sequence contained in the curriculum. Once the courses are selected, the adviser prepares the registration form which the student must validate during the official enrollment process. Students need permission slip when doing this process. An academic counselor is the person assigned by the School Dean, who guides the student during the process of selecting the courses for an upcoming semester.

6) Graduation

The program has a curriculum design of 6th semester. The first semester starts in September. To complete the program requirement in a two-year period (6th semester), students are required to be compliance with program and institutional requirements. The clinical FW II practice was established in curriculum design in 6th semester from May to August. Student required to complete all OTA course requirements to enroll in ATOC 4314- Clinical Experience Level II. To complete OTA program in a timely matter student required to be compliance with institutional and OTA program policy and procedures. Complete all OTA program requirements, education course, related courses, concentration courses and fieldwork practice level I and level II satisfactorily. *Referred to [Manual del Estudiante \(huertas.edu\)](http://huertas.edu) [Eng Catalog 2019-2023 \(huertas.edu\)](http://huertas.edu). and [Program Clinical Practice Student Manual for additional policies and procedures.](#)*

7) Attendance and Tardiness Policy

The student's progress in the Program as well as the quality of his/her educational experiences depend on class attendance. Attendance to classes in the stipulated schedules and compliance with the laboratory rules established in the manual are mandatory. Absences, tardiness, or leaving the class early may affect the student's performance and that of his/her fellow students, as well as the final grade in the course. Each professor may have specific requirements regarding attendance. Please refer to the syllabus of each course for attendance requirements.

For clinical practices, each absence represents a 10% reduction from the final grade. Please refer to the Clinical Practice Guidelines for Occupational Therapist Assistant Students for more details.

8) Competency Assessment Policy

During the student's progression through the Program, he/she will be evaluated on the assorted skills and competencies that an Occupational Therapist Assistant must master. The primary methods for the development and evaluation of these skills and competencies are laboratory practices guided and supervised by the professor as well as theoretical and practical exams. In each technical course with a laboratory, the professor will complete a Rubric of Laboratory Skills that will include the skills that the student must master at the end of different programs courses. To approve the course satisfactorily, the student must demonstrate proficiency in the different skills. Before engaging in the first clinical experience, students will be assessed by core faculty members in the minimal required skills for this clinical experience.

The students will also be periodically assessed in their professional behavior and the integration of professional values in their activities. The American Occupational Therapy Association has established a set of core values in the practice of occupational therapy that include altruism, equality, freedom, justice, dignity, truth, and prudence. These values will be explained and promoted in the different courses of the Program by the academic and clinical faculties. Rubrics will be used to evaluate the integration of these values at different levels throughout the student's progression in the Program. If the student does not reach the minimum expected levels in the Rubric of Skills or in the Rubric of Professional Values, his/her progress toward clinical practices will be affected. All professors will be responsible for carefully following the established procedures for the use of each of the rubrics and for explaining them to the students. **The Laboratory of Competence Rubric will be representing the 20% weight of course with laboratory component to calculate the final course classification.**

9) Academic Counseling

In Huertas College we are committed to helping our students achieve their goals and objectives and to encouraging their development to reach their potential. The Occupational Therapy faculty is also committed to preparing students who demonstrate high standards of ethical, safe, and responsible practice. Consequently, counseling services will be available for OTA students by the program faculty in addition to the mentoring services provided by the Institution. Each student should go through the process of counseling once per semester. The counseling meeting is intended to discuss next semester's schedule and the student's progress in the Program.

The Program Director will present the available counseling schedule for each semester. Students are responsible for communicating with the Fieldwork Coordinator to reserve their space to discuss aspects related to the fieldwork or others.

10) General Procedures for Retention, Recruitment, and Early Detection of Needs

One of the main goals of the Associate Degree in Occupational Therapy Assistant Program is to graduate Occupational Therapist Assistants who are committed to offering services of the highest quality. To attain this goal, the recruitment of committed students who are capable to meeting the demands of the Program, and eventually, the demand of the profession is essential. For the Program, it is also important to offer students the tools that they will need to achieve effective progress throughout its sequence. This will result in keeping a stable enrollment and in achieving a graduation percentage, which meets the expectations of the profession and the needs of the community. For these reasons, in addition to the policies and procedures that the Institution practices for student retention, the Occupational Therapy Associate Degree Program carries out a series of actions whose main purpose is to keep a good retention percentage as well as to ensure that students' progress effectively through the curriculum and meet the expectations of the Program.

The procedures described below are applicable to the Program's students and the Program's faculty will implement them. The Program Director will be in charge of ensuring full compliance with these procedures in collaboration with the Dean of the School of Health.

1. Recruitment:

- a. Each student interested in entering the Program will go through a general orientation and evaluation process before going through the admission process.

- b. The initial evaluation will be carried out by personnel from the Guidance and Counseling Office and will be aimed at evaluating the following:
 - Feasibility of the student being a full-time daytime student.
 - Graduation or transfer GPA of 3.00 or above
 - Possibility of the student being able to travel long distances to attend the assigned practice center.
 - Up to date immunizations.
 - Viability of covering the Program's necessary expenses and financial aids.
 - Students require to perform at least two-hour observation during OT intervention in a scenario that provided services in occupational therapist.
- c. Once the student goes through the initial orientation and evaluation, he/she will be summoned for the interview process (please refer to the *Admissions Criteria and Process* section of the manual).
- d. When the students are chosen, they will be summoned to receive orientation regarding the policies and procedures related to classes, laboratories, and clinical practices. Students must sign an informed consent form about their participation in the activities of the Program.

2. Early Detection of Needs

- a. Each student enrolled in the Program must go through the guidance and counseling process once per semester (see section above, *Academic Counseling*).
- b. The Program will offer a tutoring program for concentration courses each semester. Students with academic deficiencies will be referred for tutoring to the Program's faculty. Each professor will be responsible for identifying these deficiencies and for referring to the student immediately.
- c. Huertas College has a tutoring program for general education courses, including anatomy and human physiology. The student who has difficulties in any of these courses will also be referred for tutoring.

- d. Each student referred for tutoring related to laboratory skills will be reevaluated and must demonstrate improvement in his/her performance and competency level to advance in the program; otherwise, the student will not approve of the course.
- e. All students will go through a process of formal evaluation of competencies prior to the start of their first clinical experience. This evaluation is meant to verify if students have the skills that are required for clinical practice and to detect pre-existing deficiencies or weaknesses.
- f. The student who does not approve of the formal evaluation of competencies will not be able to start the clinical practice at the appointed time, even if he/she has completed the pre-requisite courses. A tutoring plan will be established for this student and upon satisfactorily completing it the student will advance to clinical practice.
- g. Each professor is responsible for maintaining effective communication with students, so if a student incurs absenteeism without previous notice, he/she will be called by the professor of the course to verify his/her status. If the professor is unable to locate the student, the issue will be documented and referred to the Guidance and Counseling Office.
- h. Any student who has academic, behavior or absenteeism problems will be summoned for counseling with the Program Director or the Academic Fieldwork Coordinator.
- i. The following cases will be referred to the Guidance and Counseling Office once they have received orientation by the faculty but do not demonstrate changes or improvements in their performance:
 - Students with more than 3 consecutive and unjustified absences to a class or laboratory
 - Students with more than 4 random absences to laboratories within a one-month period
 - Students who are below the minimum expected GPA at mid-semester
 - Students who have been referred to tutoring have not complied.
 - Student with behavior and attitude problems who are not complying with the Program's policies.

- Students with personal problems and situations that are affecting their performance and progress in the Program.
 - Any other situation or problem that is identified as a risk to the student.
- j. The Program's faculty will always be available to address any situation that may be affecting the student. Students must always approach the Program Director first to notify him/her about situations or problems or to seek his/her advice. If the problem concerns clinical practice situations, students must approach the Academic Fieldwork Coordinator first, and the Program Director if necessary.

For specific policies or procedures regarding the evaluation of laboratory competencies and clinical practice requisites, students must refer to the *Policies and Procedures for Laboratories Handbook* and the *Clinical Practice Handbook* respectively. They must also refer to the syllabus of each particular course.

For other retention policies and procedures of Huertas College applicable to all students, please refer to the Student Handbook, available at www.huertas.edu.

Other Policies and Procedures:

Student Privacy and Confidentiality:

The Registrar's Office has the fundamental responsibility of safeguarding student records that contain personal and academic information. Each file will be kept in strict confidentiality in compliance with the Family Educational Rights and Privacy Act (FERPA) of 1974.

In addition to the academic file, the OTA Program will maintain a student file with information regarding academic and clinical performance, medical information, and other information such as the informed consent, and copies of documents required for clinical practices. This file will be kept in a locked file cabinet located in the Program Coordinator's office; the disclosure of any information to other parties will be carried out only upon the student's written authorization.

Additionally, in keeping with this privacy policy, the program will attempt to maintain privacy/confidentiality in the following manner:

- Exams and quizzes will be returned in a manner that does not expose the resulting grade.

- After practical exams and skill checks, the professor must provide immediate feedback with only the student present. When necessary and appropriate, with the student's permission, the professor may provide feedback in front of other students.
- Students must have a private username and password to access their grades electronically. Each student will only have access to his/her grades specifically.
- The OTA program courses require classroom attendance, however online instructional programs, like the Moodle platform, will be used to make program handbooks and specific course documents accessible. For this program, the login process also requires a username and password, which only the student should know.

Off Campus Activities

To provide quality educational experiences, some off-campus activities will be scheduled by faculty of the Associate Degree in Occupational Therapy Assistant Program. Activities are only for educational purposes and can include field trips to Occupational Therapy Facilities to observe specific procedures and to participate in college community activities, among others. For Huertas College, security is a priority. To secure an on-campus comparable security level for off-campus educational experiences, students must comply with the Institution's policies and procedures. The following are general policies that will be applied to this kind of activities:

- The student must sign the Responsibility Release Form
- The Institution will provide transportation to the scheduled activities whenever possible.
- To minimize risks when students are engaged in off-campus educational experiences, a faculty member will accompany them to all off campus laboratory, field trips, or community activities.
- The faculty member will assess the overall safety of the environment and will remove students if it is found to be unsafe or inappropriate.
- The students' attendance will be taken at the event. Each professor will be responsible for supervising a maximum of ten (10) students.
- For emergencies, the faculty member will follow the emergency protocol established in the Institution's First Aid Protocol for the management of emergencies.
- Students must approach the professor in charge to notify any kind of situation that occurred during the activity.

- The student will be covered by the Institution's insurance.

Policy for Dismissal from the Program for Inappropriate Conduct or Dishonesty

The faculty of the Associate Degree in Occupational Therapy Assistant Associate Degree Program and the Institution's personnel expect the students to exhibit honest and disciplined behavior. The Occupational Therapist Assistant Student is expected to observe the Institution's rules of behavior and the ethical standards for Occupational Therapist Assistants. If a member of the academic or clinical faculties identifies inappropriate behavior or dishonest actions in a student, he/she must notify the Program Director (PD) and the Academic Fieldwork Coordinator (AFWC) immediately. The professor or instructor must also document the incident in detail.

- If the incident occurred during the clinical practice, the Clinical Instructor (CI) must notify the AFWC who will visit the practice center or ask the student not to attend the practice and then summon the CI and the student to a meeting.
- The PD will meet with the faculty, AFWC, the course's professor, and if necessary, members of the clinical faculty.
- The student will be allowed to present his/her point of view or version of the facts.
- The PD, faculty, and AFWC will meet to decide if the inappropriate conduct or dishonest action of the student (cheating in a test, stealing an exam, falsification of documents, etc.) represents a conflict for executing the fundamental responsibilities of an Occupational Therapist Assistant Student (OTAS).
- If the PD determines that the inappropriate conduct or dishonest action of the student infringes the rules and regulations of the Institution and the clinical facility and is an obstacle for performing the responsibilities of an OTAS in compliance with ethical standards, the student will be dismissed from the Program.
- If the student wants to appeal to this decision, he/she must follow the process stipulated in the Institutional Catalog.
- Refer to the Institutional Catalog for other disciplinary rules and procedures, disciplinary actions, appeal process, and procedures for submitting grievances.

Comments and Grievances from Individuals Outside the Institution

Huertas College is a community college that engages in continuous and systematic evaluations and improvement. For this reason, we are committed to welcome all comments, complaints, suggestions, ideas, and constructive criticism as part of that

process. Individuals in the community who do not have a formal affiliation with this institution, including but not limited to, clinical education sites, employers of graduates, and the general public will be able to provide comments according to the following policy:

- Comments must be submitted in writing and signed by the author. Anonymous submissions will not be acknowledged.
- Comments must be submitted to the following:
Huertas College
Associate Degree in Occupational Therapy Assistant Program
PO BOX 8429
Caguas, PR 00726
- Clinical Instructors, Occupational Therapy Supervisors, or others are asked to initially direct complaints to the AFWC. If adequate response is not received within a reasonable period, the complaint should be directed to the Program Director.
- The Program director shall respond to all comments within ten (10) days to further discuss and resolve the issue. If satisfactory resolution is not or cannot be reached, an appeal may be made to the Dean of Academic Services within seven (7) days. The Dean of Academic Services will not become involved until all attempts to resolve the issue with the Program Director have been exhausted, unless the comment is directly related to the performance of the Program director.
- Records of all correspondence will be confidentially maintained by the Program Director for three (3) years. These records will not be open to the public.

Withdrawal Policy

Students considering withdrawal from the program for any reason whatsoever should discuss this matter with the Program Director. Students must follow the rules established by Huertas College policies, which are detailed in the Institutional Catalog (www.huertas.edu).

Readmission Policy

A student who interrupts his/her studies for a semester or more and wishes to continue is considered a reentry student. The Program faculty and personnel of the Orientation and Retention Office will evaluate the candidate to determine his /her Satisfactory Academic Progress. A maximum interruption of two years is recommended for this program. The process below must be followed:

- The student must complete the application provided at the Registrar's Office for that purpose and pay the non-refundable reentry fee.
- Personnel of the Orientation and Retention Office will evaluate the student to determine his /her Satisfactory Academic Progress.
- The student must complete a form provided by the program explaining the reasons for the interruption of his/her studies and the justification for readmission to the Program. The form must be submitted to the Program Coordinator.
- The Program's faculty will determine the appropriateness of allowing the student to reenter, taking into consideration the reasons and justification offered by the student, the availability of space, and the student's potential to complete the Program. This determination will be made on a case-by-case basis.
- If the interruption was for a period greater than two years, the student must be audited on previously completed technical courses approved with at least a "B". This will be subject to the availability of space and to course instructor availability.
- The student reentering the Program will begin in the semester in which he/she did not approve of the courses. The student is responsible for maintaining and demonstrating the ability to perform satisfactorily all previously learned skills. The student may have to take some practical exams before reentering the program. The appropriateness of this option will be discussed and determined by the faculty of the Program according to the student's case.
- Starting in September 2021, students with at least one-year or less of delay in the OTA program that requests re- entry into the program, required to participated evaluation assessment process using Moodle platform, to measure the level of knowledge and competency to approve the enrollment into the program.
 - Student required to pass the assessment test with 70% or more to have the authorization to re-entry into the OTA program.

Dress Code

Students are required to attend classes in appropriate attire; casual and comfortable clothing is recommended. For the laboratories, the students must wear a special uniform, which is described in the Laboratory Safety Manual. A uniform conforming to the rules of the practice centers must be used for clinical practice. It is possible a specific uniform will be adopted for the Health School program with each program label. The Institution will provide the student a free uniform; the student will be responsible for acquiring additional uniforms. The student will be notified in advance to allow him/her to obtain the uniform in a timely manner. In general, the following is forbidden:

- Short pants (above the knees)
- Low necklines in women
- Open and loose sandals
- Artificial fingernails
- Jewelry (except for small earrings, wedding or engagement ring, and watch)
- Earrings in men
- Visible body piercings
- Hair must be a normal and natural color (blue, green, pink, or orange hair, among others, will not be allowed)

Students who do not abide by these rules will not be allowed to participate in classes, laboratories, or clinical practice. Persistent infringement of these rules will significantly affect a student's progress and may even result in dismissal from the Program. Please refer to the Clinical Practice Guidelines for Occupational Therapist Assistant Students and to the Laboratory Safety Manual for more details.

The information contained in this manual applies exclusively to the Occupational Therapy Assistant Associate Degree Program. For other policies and procedures, please refer to the Student Handbook, to the Institutional Catalog 2019-2023, or seek assistance from the Program Director, the Dean of the Health School, or any of our students' services offices.

Reference

American Occupational Therapy Association (AOTA). (2020). Occupational Therapy Practice Framework: Domain and Process. *American Journal of Occupational Therapy*, 74(Supplement_2), 7412410010p1. <https://doi.org/10.5014/ajot.2020.74s2001>

American Occupational Therapy Association. (2020a). AOTA 2020 Occupational Therapy Code of Ethics. *American Journal of Occupational Therapy*, 74(Supplement_3), 7413410005p1. <https://doi.org/10.5014/ajot.2020.74s3006>

Accreditation Council for Occupational Therapy Education (ACOTE®) Standards and Interpretive Guide (effective July 31, 2020). (2018). *American Journal of Occupational Therapy*, 72(Supplement_2), 7212410005p1. <https://doi.org/10.5014/ajot.2018.72s217>

National Board of Certification in Occupational Therapy. (n.d.). Certified Occupational Therapy Assistant (COTA ®) and Candidates Seeking the COTA Designation Professional Practice Standards For. [https://www.nbcot.org/-](https://www.nbcot.org/)

[/media/NBCOT/PDFs/Practice-Standards-COTA.ashx?la=en&hash=7D24D031D583DBE15E6585A707F2702A84B2DF21](https://www.aota.org/~media/NBCOT/PDFs/Practice-Standards-COTA.ashx?la=en&hash=7D24D031D583DBE15E6585A707F2702A84B2DF21)

AOTA. (2019, October). *OTA Supervision State Regulation*. Aota.org.
<https://www.aota.org/~media/Corporate/Files/Secure/Advocacy/Licensure/State Regs/Supervision/OTA-Supervision-Requirements-10-2019.pdf>

Clarck, D. (2015, June 15). *www.nwlink.com*. Retrieved april 2, 2018, from Big Dog & little dog's . Performance Juxtaposition:
<http://www.nwlink.com/~donclark/index.html>

Colabordores, B. S. (1986). *Taxonomia de los objetivos de la educacion; la clasificación de las metas educacionales; manuales I y II*. Buenos Aires: El Ateneo.\

Huertas College. “HUERTAS COLLEGE PO BOX 8429 CAGUAS, PR 00726 TELÉFONO: (787) 746-1400 FAX (787) 743-0203.” , 2019.

Junta Examinadora de Terapia Ocupacional. (1996). *Ley Para Crear la Junta Examinadora de Terapia Ocupacional*.
<http://www.lexjuris.com/lexmate/profesiones/lex051.htm>