



## **Course Syllabus**

### **OTHA 1405 - Principles of Occupational Therapy**

**Catalog Description:** Introduction to occupational therapy including the historical development and philosophy. Emphasis on the roles of the occupational therapy assistant. Topics include occupation; occupational therapy personnel; current health care environment; and moral, legal, and ethical issues.

**Prerequisites:** BIOL 2401, ENGL 1301, PSYC 2301

**Corequisites:** OTHA 1360 and PSYC 2314\*, HUMA 1301\*, BIOL 2402\* (\*if not previously completed as a prerequisite.)

**Semester Credit Hours:** 4

**Lecture Hours per Week:** 2

**Lab Hours per Week:** 6

**Extended hours:** 0

**Contact Hours per Semester:** 128

**State Approval Code:** 51.0803 (Occupational Therapist Assistant)

**Class section meeting time:** Hybrid

**Face-to-Face Class Time:** Wednesday 8 am - 12 pm

**Online:** Students are expected to spend at least 4 hours per week reading, reviewing, and participating in pre-class assigned activities for successful completion of this course to meet minimum class participation time.

**Alternate Operations During Campus Closure:** In the event of an emergency or announced campus closure due to a natural disaster or pandemic, it may be necessary for Panola College to move to altered operations. During this time, Panola College may opt to continue delivery of instruction through methods that include, but are not limited to: online learning management system (CANVAS), online conferencing, email messaging, and/or an alternate schedule. It is the responsibility of the student to monitor Panola College's website ([www.panola.edu](http://www.panola.edu)) for instructions about continuing courses remotely, CANVAS for each class for course-specific communication, and Panola College email for important general information.

**Instructional Goals and Purposes:** The goal of this course is that students are able to discuss how social, cultural and psychosocial factors influence health, lifestyle and occupational engagement for individuals, groups and organizations. This awareness is then applied to how these factors guide the culture and values of the occupational therapy profession. The purpose of this course is to provide an introduction of the -- history and philosophy of occupational therapy; evidence-based practice, scholarly study, intervention methods, legislation, ethical and professional organizations; occupational therapy personnel and associated roles/responsibilities; assessment tools; psychosocial factors, lifestyle choices, disease and disability that affect occupational performance, quality of life and occupational engagement.

**Learning Outcomes:**

1. Articulate the history and philosophy of occupational therapy
2. Differentiate frames of reference
3. Contrast the education, roles and functions of occupational therapy personnel
4. Describe occupational performance areas, skills, and contexts
5. Compare practice areas
6. Explain the concepts of ethics in occupational therapy practice
7. Demonstrate patient/practitioner interaction

**Specific Course Objectives (includes SCANS):**

After studying the material presented in texts, lectures, class discussions, Canvas assignments, and other resources, the student will be able to master all learning objectives listed below with a minimum overall competency of 75%.

1. **B.1.1. Human Body, Development, and Behavior** - Demonstrate knowledge of: \*The structure and function of the human body to include the biological and physical sciences, neurosciences, kinesiology, and biomechanics. \* Human development throughout the lifespan (infants, children, adolescents, adults, and older adults). Course content must include, but is not limited to, developmental psychology. \* Concepts of human behavior to include the behavioral sciences, social sciences, and science of occupation.
2. **B.1.2. Sociocultural, Socioeconomic, Diversity Factors, and Lifestyle Choices** - Explain the role of sociocultural, socioeconomic, and diversity factors, as well as lifestyle choices in contemporary society to meet the needs of persons, groups, and populations (e.g., principles of psychology, sociology, and abnormal psychology).
3. **B.1.3. Social Determinants of Health** - Demonstrate knowledge of the social determinants of health for persons, groups, and populations with or at risk for disabilities and chronic health conditions. This must include an understanding of the epidemiological factors that impact the public health and welfare of populations.
4. **B.2.1. Scientific Evidence, Theories, Models of Practice, and Frames of Reference** - Apply scientific evidence, theories, models of practice, and frames of reference that underlie the practice of occupational therapy to guide and inform interventions for persons, groups, and populations in a variety of practice contexts and environments.
5. **B.2.2. Theory Development** - Define the process of theory development and its importance to occupational therapy.
6. **B.3.1. OT History, Philosophical Base, Theory, and Sociopolitical Climate** - Apply knowledge of occupational therapy history, philosophical base, theory, and sociopolitical climate and their importance in meeting society's current and future occupational needs as well as how these factors influence and are influenced by practice.
7. **B.3.2. Interaction of Occupation and Activity** - Demonstrate knowledge of and apply the interaction of occupation and activity, including areas of occupation, performance skills, performance patterns, context(s) and environments, and client factors.
8. **B.3.3. Distinct Nature of Occupation** - Explain to consumers, potential employers, colleagues, third-party payers, regulatory boards, policymakers, and the general public the distinct nature of occupation and the evidence that occupation supports performance, participation, health, and well-being.
9. **B.3.4. Balancing Areas of Occupation, Role in Promotion of Health, and Prevention** - Demonstrate knowledge of scientific evidence as it relates to the importance of balancing areas of occupation; the role of occupation in the promotion of health; and the prevention of disease, illness, and dysfunction for persons, groups, and populations.
10. **B.3.5. Effects of Disease Processes** - Demonstrate knowledge of the effects of disease processes including heritable diseases, genetic conditions, mental illness, disability, trauma, and injury on occupational performance.
11. **B.3.6. Activity Analysis** - Demonstrate activity analysis in areas of occupation, performance skills, performance patterns, context(s) and environments, and client factors to implement the intervention plan.

12. **B.3.7. Safety of Self and Others** - Demonstrate sound judgment in regard to safety of self and others and adhere to safety regulations throughout the occupational therapy process as appropriate to the setting and scope of practice. This must include the ability to assess and monitor vital signs (e.g., blood pressure, heart rate, respiratory status, and temperature) to ensure that the client is stable for intervention. B.3.7. Safety of Self and Others Demonstrate sound judgment in regard to safety of self and others and adhere to safety regulations throughout the occupational therapy process as appropriate to the setting and scope of practice. This must include the ability to assess and monitor vital signs (e.g., blood pressure, heart rate, respiratory status, and temperature) to ensure that the client is stable for intervention.
13. **B.4.4. Standardized and Non-standardized Screening and Assessment Tools** - Contribute to the evaluation process of client(s)' occupational performance, including an occupational profile, by administering standardized and non-standardized screenings and assessment tools and collaborating in the development of occupation-based intervention plans and strategies. Explain the importance of using psychometrically sound assessment tools when considering client needs, and cultural and contextual factors to deliver evidence-based intervention plans and strategies. Intervention plans and strategies must be client centered, culturally relevant, reflective of current occupational therapy practice, and based on available evidence.
14. **B.4.23. Effective Communication** - Identify occupational needs through effective communication with patients, families, communities, and members of the interprofessional team in a responsive and responsible manner that supports a team approach to the promotion of health and wellness.
15. **B.4.25. Principles of Interprofessional Team Dynamics** - Demonstrate awareness of the principles of interprofessional team dynamics to perform effectively in different team roles to plan, deliver, and evaluate patient- and population-centered care as well as population health programs and policies that are safe, timely, efficient, effective, and equitable.
16. **B.4.29. Reimbursement Systems and Documentation** - Demonstrate knowledge of various reimbursement systems and funding mechanisms (e.g., federal, state, third party, private payer), treatment/diagnosis codes (e.g., CPT®, ICD, DSM® codes), and coding and documentation requirements that affect consumers and the practice of occupational therapy. Documentation must effectively communicate the need and rationale for occupational therapy services
17. **B.5.1. Factors, Policy Issues, and Social Systems** - Identify and explain the contextual factors; current policy issues; and socioeconomic, political, geographic, and demographic factors on the delivery of occupational therapy services for persons, groups, and populations and social systems as they relate to the practice of occupational therapy.
18. **B.5.2. Advocacy** - Explain the role and responsibility of the practitioner to advocate for changes in service delivery policies, effect changes in the system, recognize opportunities in emerging practice areas, and advocate for opportunities to expand the occupational therapy assistant's role.
19. **B.5.3. Business Aspects of Practice** - Explain an understanding of the business aspects of practice including, but not limited to, financial management, billing, and coding.
20. **B.5.4. Systems and Structures That Create Legislation** - Define the systems and structures that create federal and state legislation and regulations, and their implications and effects on persons, groups, and populations, as well as practice.
21. **B.5.5. Requirements for Credentialing and Licensure** - Provide care and programs that demonstrate knowledge of applicable national requirements for credentialing and requirements for licensure, certification, or registration consistent with federal and state laws.
22. **B.5.6. Market the Delivery of Services** - Identify the need and demonstrate the ability to participate in the development, marketing, and management of service delivery options.
23. **B.5.8. Supervision of Personnel** - Define strategies for effective, competency-based legal and ethical supervision of occupational therapy assistants and non-occupational therapy personnel.
24. **B.6.1. Scholarly Study** - Locate and demonstrate understanding of professional literature, including the quality of the source of information, to make evidence-based practice decisions in collaboration with the occupational therapist. \* Explain how scholarly activities and literature contribute to the development of the profession.
25. **B.6.2. Quantitative and Qualitative Methods** - Understand the difference between quantitative and qualitative research studies.

26. **B.6.3. Scholarly Reports** - Demonstrate the skills to understand a scholarly report.
27. **B.6.6. Preparation for Work in an Academic Setting** - Understand the principles of teaching and learning in preparation for work in an academic setting.
28. **B.7.1 Ethical Decision Making** - Demonstrate knowledge of the American Occupational Therapy Association (AOTA) Occupational Therapy Code of Ethics and AOTA Standards of Practice and use them as a guide for ethical decision making in professional interactions, client interventions, employment settings, and when confronted with personal and organizational ethical conflicts.
29. **B.7.2. Professional Engagement** - Demonstrate knowledge of how the role of a professional is enhanced by participating and engaging in local, national, and international leadership positions in organizations or agencies.
30. **B.7.4. Ongoing Professional Development** - Identify and develop strategies for ongoing professional development to ensure that practice is consistent with current and accepted standards.
31. **B.7.5. Personal and Professional Responsibilities** - Demonstrate knowledge of personal and professional responsibilities related to: \* Liability issues under current models of service provision. \*Varied roles of the occupational therapy assistant providing service on a contractual basis.

**SCANS implemented in these course objectives include**

Foundation skills	Workplace Competencies
Basic Skills: i, ii, iv	Resources: i, ii, iii
Thinking Skills: i, ii, iii, v, vi	Interpersonal Skills: i, ii, iii, iv, v, vi
Personal Qualities: i, ii, iii, iv, v	Information: i, ii, iii, iv
	Systems: i, ii, iii
	Technology: i, ii, iii

**Course Content:** A general description of lecture/discussion topics included in this course are listed in the Learning Outcomes / Specific Course Objectives sections of this syllabus. This course is an introduction to foundational concepts essential for practice skills and professional development. Using a flipped classroom format, students develop a greater appreciation for the history and philosophy of occupational therapy; evidence-based practice, scholarly study, intervention methods, legislation, ethical and professional organizations; occupational therapy personnel and associated roles/responsibilities; assessment tools; psychosocial factors, lifestyle choices, disease and disability that affect occupational performance, quality of life and occupational engagement. Students participate in experiential learning opportunities to support increased self-awareness as well as patient/practitioner interaction skills.

**Students in all sections of this course will be required to do the following:**

1. Understand and comply with all instructional policies and procedures in the most current Panola College OTA Student Policy Manual and The Pathfinder.
2. Have access to a computer with high speed internet service, printer, scanning device with necessary compatible software for course content retrieval and document submissions.

**Methods of Instruction/Course Format/Delivery:** This course is offered in a hybrid mixed media learning format using both Canvas and face to face learning modules and lab activities. Pre-class readings and assignments are provided on Canvas to prepare the student for hands on learning experiences within face to face time. The course is taught using text readings, pre-class learning engagements, quizzes, exams, reflection papers, discussion postings, videos and hands-on lab experiences. Students will be expected to complete pre-class learning materials so that they are prepared to discuss and apply online learning tasks during lab experiences. Assessment of course objectives and learning outcomes including ACOTE standards will be assessed through exams, Readiness Assurance Tests (IRAT and TRAT), group and individual assignments and reflections, and professional Skills Assessments combined with Peer Feedback.

**Major Assignments / Assessments:**

The following items will be assigned and assessed during the semester and used to calculate the student's final grade.

Assignments	Weight
Exams	15%
Individual Readiness Assurance Tests (IRATs)	15%
Team Readiness Assurance Tests (TRATs)	5%
Group Assignments	5%
Individual Assignments	55%
Professional Skills Assessment and Peer feedback	5%

**Course Grade:**

The grading scale for this course is as follows:

% Score	Letter Grade
90-100	A
80-89	B
75-79	C
60-74	D
Below 60	F

**Note 1:** No assignment or final grade scores will be rounded.

**Note 2:** All rules and regulations printed in the College catalog, *The Pathfinder* and the current OTA Student Policy Manual will be reinforced throughout this course.

**Texts, Materials, and Supplies:**

- O'Brien, J. C., & Hussey, S. M. (2018). *Introduction to occupational therapy*. Elsevier. ISBN: 9780323444484.
- *The Occupational Therapy Practice Framework: Domain and Process – Fourth Edition*. The American Journal of Occupational Therapy, 2020, Vol. 74(Supplement\_2), 7412410010p1–7412410010p87. <https://doi.org/10.5014/ajot.2020.74S2001>
- Davis, Carol & Musolino, Gina Maria. (2016). *Patient Practitioner Interaction: An experimental manual for developing the art of HealthCare*. ISBN: 1630910465.

**Required Readings:**

As provided in pre-class material instructions.

**Recommended Readings:**

As provided in pre-class material instructions.

**Other:**

- Courses conducted via video conferencing may be recorded and shared for instructional purposes by the instructor.
- For current texts and materials, use the following link to access bookstore listings: <https://www.panolacollegestore.com>
- For testing services, use the following link: <https://www.panola.edu/student-services/student-support/academic-testing-center>

- If any student in this class has special classroom or testing needs because of a physical learning or emotional condition, please contact the ADA Student Coordinator in Support Services located in the Charles C. Matthews Student Center or go to <https://www.panola.edu/student-services/student-support/disability-support-services> for more information.
- Withdrawing from a course is the student's responsibility. Students who do not attend class and who do not withdraw will receive the grade earned for the course.
- Student Handbook, *The Pathfinder*: <https://www.panola.edu/> (located at the bottom under students)

## SCANS CRITERIA

### 1) Foundation skills are defined in three areas: basic skills, thinking skills, and personal qualities.

- Basic Skills:** A worker must read, write, perform arithmetic and mathematical operations, listen, and speak effectively. These skills include:
  - Reading: locate, understand, and interpret written information in prose and in documents such as manuals, graphs, and schedules.
  - Writing: communicate thoughts, ideas, information, and messages in writing, and create documents such as letters, directions, manuals, reports, graphs, and flow charts.
  - Arithmetic and Mathematical Operations: perform basic computations and approach practical problems by choosing appropriately from a variety of mathematical techniques.
  - Listening: receive, attend to, interpret, and respond to verbal messages and other cues.
  - Speaking: Organize ideas and communicate orally.
- Thinking Skills:** A worker must think creatively, make decisions, solve problems, visualize, know how to learn, and reason effectively. These skills include:
  - Creative Thinking: generate new ideas.
  - Decision Making: specify goals and constraints, generate alternatives, consider risks, and evaluate and choose the best alternative.
  - Problem Solving: recognize problems and devise and implement plan of action.
  - Visualize ("Seeing Things in the Mind's Eye"): organize and process symbols, pictures, graphs, objects, and other information.
  - Knowing How to Learn: use efficient learning techniques to acquire and apply new knowledge and skills.
  - Reasoning: discover a rule or principle underlying the relationship between two or more objects and apply it when solving a problem.
- Personal Qualities:** A worker must display responsibility, self-esteem, sociability, self-management, integrity, and honesty.
  - Responsibility: exert a high level of effort and persevere toward goal attainment.
  - Self-Esteem: believe in one's own self-worth and maintain a positive view of oneself.
  - Sociability: demonstrate understanding, friendliness, adaptability, empathy, and politeness in group settings.
  - Self-Management: assess oneself accurately, set personal goals, monitor progress, and exhibit self-control.
  - Integrity and Honesty: choose ethical courses of action.

### 2) Workplace competencies are defined in five areas: resources, interpersonal skills, information, systems, and technology.

- Resources:** A worker must identify, organize, plan, and allocate resources effectively.
  - Time: select goal-relevant activities, rank them, allocate time, and prepare and follow schedules.

- ii) Money: Use or prepare budgets, make forecasts, keep records, and make adjustments to meet objectives.
- iii) Material and Facilities: Acquire, store, allocate, and use materials or space efficiently. Examples: construct a decision time line chart; use computer software to plan a project; prepare a budget; conduct a cost/benefits analysis; design an RFP process; write a job description; develop a staffing plan.

b) **Interpersonal Skills:** A worker must work with others effectively.

- i) Participate as a Member of a Team: contribute to group effort.
- ii) Teach Others New Skills.
- iii) Serve Clients/Customers: work to satisfy customer's expectations.
- iv) Exercise Leadership: communicate ideas to justify position, persuade and convince others, responsibly challenge existing procedures and policies.
- v) Negotiate: work toward agreements involving exchange of resources, resolve divergent interests.
- vi) Work with Diversity: work well with men and women from diverse backgrounds. Examples: collaborate with a group member to solve a problem; work through a group conflict situation, train a colleague; deal with a dissatisfied customer in person; select and use appropriate leadership styles; use effective delegation techniques; conduct an individual or team negotiation; demonstrate an understanding of how people from different cultural backgrounds might behave in various situations.

c) **Information:** A worker must be able to acquire and use information.

- i) Acquire and Evaluate Information.
  - ii) Organize and Maintain Information.
  - iii) Interpret and Communicate Information.
  - iv) Use Computers to Process Information.
- Examples: research and collect data from various sources; develop a form to collect data; develop an inventory record-keeping system; produce a report using graphics; make an oral presentation using various media; use on-line computer data bases to research a report; use a computer spreadsheet to develop a budget.

d) **Systems:** A worker must understand complex interrelationships.

- i) Understand Systems: know how social, organizational, and technological systems work and operate effectively with them.
  - ii) Monitor and Correct Performance: distinguish trends, predict impacts on system operations, diagnose deviations in systems' performance and correct malfunctions.
  - iii) Improve or Design Systems: suggest modifications to existing systems and develop new or alternative systems to improve performance.
- Examples: draw and interpret an organizational chart; develop a monitoring process; choose a situation needing improvement, break it down, examine it, propose an improvement, and implement it.

e) **Technology:** A worker must be able to work with a variety of technologies.

- i) Select Technology: choose procedures, tools or equipment including computers and related technologies.
  - ii) Apply Technologies to Task: understand overall intent and proper procedures for setup and operation of equipment.
  - iii) Maintain and Troubleshoot Equipment: Prevent, identify, or solve problems with equipment, including computers and other technologies.
- Examples: read equipment descriptions and technical specifications to select equipment to meet needs; set up and assemble appropriate equipment from instructions; read and follow directions for troubleshooting and repairing equipment.