Course Syllabus  
OTHA 1405 - Principles of Occupational Therapy

Catalog Description:  
This course is an introduction to occupational therapy including the historical development and philosophy. Emphasis is on the roles of the occupational therapy assistant. Topics include occupation in daily life; education and functions; occupational therapy personnel; current healthcare environment; and moral, legal, and ethical issues.

Prerequisites:  BIOL 2401, ENGL 1301, HUMA 1301, PSYC 2301  
Co-requisites: PSYC 2314, OTHA 1415

Semester Credit Hours: 4  
Lecture Hours per week: 4  
Lab Hours per week: 3  
Contact Hours per Semester: 112

State Approval Code: 510803

Instructional Goals and Purposes: The purpose of this course is to provide instruction in order for students to be able to articulate the history and philosophy of occupational therapy; differentiate frames of reference; contrast the education, roles and functions of occupational therapy personnel; describe occupational performance areas, skills, and contexts; compare practice areas; explain the concepts of ethics in occupational therapy practice; and demonstrate patient/practitioner interaction.

Relationship to Curriculum:  
In this course students are introduced to the profession of occupational therapy, its history, philosophical base and values. Students learn about the Program’s mission, the curriculum (PEO) model and the OT Practice Framework and how they are interrelated. In an adult learning, team based format, students work collaboratively to solve problems and develop solutions to case studies related to aspects of the OT process, supervision, models of practice and theories and ethical practice. Students are introduced to basic group facilitation techniques and service documentation to the field of occupational therapy.

Learning Outcomes:
1. Articulate the history and philosophy of occupational therapy, models of practice and frames of reference.
2. Contrast the education, roles, and functions of occupational therapy personnel.
3. Describe occupational performance areas, skills, and contexts.
4. Explain the concepts of ethics in occupational therapy practice.
5. Demonstrate patient/practitioner interaction as a tool for supporting the OT process.

**Specific Course Objectives:**
After studying the material presented in texts, lecture, class discussions, Canvas assignments, and other resources, the student should be able to master all learning objectives listed below with a minimum competency of 75%.

<table>
<thead>
<tr>
<th></th>
<th>Specific Course Objective</th>
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<tbody>
<tr>
<td>1</td>
<td>B.1.1 Demonstrate knowledge of concepts of human behavior to include the behavioral sciences, social sciences, and science of occupation.</td>
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<tr>
<td>2</td>
<td>B.1.2 Explain the role of sociocultural, socioeconomic, and diversity factors, as well as lifestyle choices in contemporary society to meet the needs of persons, groups, and populations (e.g., principles of psychology, sociology, and abnormal psychology).</td>
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<td>3</td>
<td>B.1.3 Demonstrate knowledge of the social determinants of health for persons, groups, and populations with or at risk for disabilities and chronic health conditions. This must include an understanding of the epidemiological factors that impact the public health and welfare of populations.</td>
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<td>4</td>
<td>B.2.1 Demonstrate knowledge of scientific evidence, theories, models of practice, and frames of reference that underlie the practice of occupational therapy.</td>
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<td>5</td>
<td>B.2.2 Define the process of theory development and its importance to occupational therapy.</td>
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<td>6</td>
<td>B.3.1 Demonstrate 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.</td>
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<td>7</td>
<td>B.3.4 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.</td>
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<tr>
<td>8</td>
<td>B.3.5 Demonstrate knowledge of the effects of disease processes including heritable diseases, genetic conditions, mental illness, disability, trauma, and injury on occupational performance.</td>
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<tr>
<td>9</td>
<td>B.4.1 Demonstrate knowledge of therapeutic use of self, including one’s personality, insights, perceptions, and judgments, as part of the therapeutic process in both individual and group interaction.</td>
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<tr>
<td>10</td>
<td>B.4.2 Demonstrate knowledge of clinical reasoning to address occupation-based interventions, client factors, performance patterns, and performance skills.</td>
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<tr>
<td>11</td>
<td>B.4.3 Demonstrate knowledge of clinical reasoning to facilitate occupation-based interventions that address client factors including interventions focused on promotion, compensation, adaptation, and prevention.</td>
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<tr>
<td>12</td>
<td>B.4.4 Demonstrate knowledge of the role of the OTA in contributing to the...</td>
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</table>
evaluation process of client(s’) occupational performance, including an occupational profile, by administering standardized and nonstandardized 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.
- Explain the importance of developing Intervention plans and strategies that are client centered, culturally relevant, reflective of current occupational therapy practice, and based on available evidence.

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<tr>
<td>13</td>
<td>B.4.6</td>
<td>Demonstrate knowledge of the importance of accurate and thorough data collection to support the evaluation process.</td>
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<tr>
<td>14</td>
<td>B.4.9</td>
<td>Demonstrate an understanding of the intervention strategies that remediate and/or compensate for functional cognitive deficits, visual deficits, and psychosocial and behavioral health deficits that affect occupational performance.</td>
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<tr>
<td>15</td>
<td>B.5.4</td>
<td>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.</td>
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<tr>
<td>16</td>
<td>B.5.8</td>
<td>Define strategies for effective, competency-based legal and ethical supervision of occupational therapy assistants and non-occupational therapy personnel.</td>
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<tr>
<td>17</td>
<td>B.6.1</td>
<td>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 contributes to the development of the profession.</td>
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<td>18</td>
<td>B.6.2</td>
<td>Understand the difference between quantitative and qualitative research studies.</td>
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<td>19</td>
<td>B.6.3</td>
<td>Demonstrate the skills to understand a scholarly report.</td>
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<tr>
<td>20</td>
<td>B.7.1</td>
<td>Demonstrate knowledge of the American Occupational Therapy Association (AOTA) <em>Occupational Therapy Code of Ethics</em> and AOTA <em>Standards of Practice</em> 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.</td>
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<tr>
<td>21</td>
<td>B.7.2</td>
<td>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.</td>
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<tr>
<td>22</td>
<td>B.7.3</td>
<td>Promote occupational therapy by educating other professionals, service providers, consumers, third-party payers, regulatory bodies, and the public.</td>
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</table>

**SCANS implemented in these course objectives include:**

OTHA 1405 Principles of OT – Revised 8/11/19
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

Course Content: A general description of lecture/discussion topics included in his course are listed in the Learning Objectives/ Specific Course Objectives sections of this syllabus.

It is the student’s responsibility to understand and comply with all instructional policies and procedures in the most current Panola College OTA Student Policy Manual (attendance, assignment submission, makeup exams, professional and ethical behaviors and others).

Methods of Instruction/ Course Format/Delivery:
Course material will be presented in a variety of formats. Pre-Class assignments may include text readings, PowerPoint presentations, online quizzes, and videos. Students will be expected to discuss and apply pre-class assignment materials. Both in class and online discussions will be required.

<table>
<thead>
<tr>
<th>ACOTE Standards/Objectives</th>
<th>Method of Measurement</th>
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<tbody>
<tr>
<td>1-22</td>
<td>Exams and quizzes</td>
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<td>1-22</td>
<td>Learning Modules</td>
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<tr>
<td>20</td>
<td>Professional Skills Assessment (PSA)</td>
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</table>

Major Assignment/Assessment:
The following will be assigned during the semester and used to calculate the student’s final grade:

<table>
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<tr>
<th>Assignments</th>
<th>Assessment</th>
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<tbody>
<tr>
<td>Exams</td>
<td>30%</td>
</tr>
<tr>
<td>Quizzes</td>
<td>20%</td>
</tr>
<tr>
<td>Learning Modules</td>
<td>40%</td>
</tr>
<tr>
<td>Professional Skills Assessment (PSA)</td>
<td>10%</td>
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</tbody>
</table>

Course Grade:
The grading scale is as follows:

<table>
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<tr>
<th>% Score</th>
<th>Letter Grade</th>
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<tbody>
<tr>
<td>90-100</td>
<td>A</td>
</tr>
<tr>
<td>80-89</td>
<td>B</td>
</tr>
<tr>
<td>75-79</td>
<td>C</td>
</tr>
<tr>
<td>60-74</td>
<td>D</td>
</tr>
<tr>
<td>Below 60</td>
<td>F</td>
</tr>
</tbody>
</table>

Note 1: No scores will be rounded.

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

Required Texts, Materials, and Supplies:


Access to computer with high speed internet service with necessary compatible software for course content retrieval and document submissions is required for this course.

Recommended Reading:


Other:
- 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/elearning/testing.html
- 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-success/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.
SCANS CRITERIA

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

   a) **Basic Skills**: A worker must read, write, perform arithmetic and mathematical operations, listen, and speak effectively. These skills include:
      i) Reading: locate, understand, and interpret written information in prose and in documents such as manuals, graphs, and schedules.
      ii) Writing: communicate thoughts, ideas, information, and messages in writing, and create documents such as letters, directions, manuals, reports, graphs, and flow charts.
      iii) Arithmetic and Mathematical Operations: perform basic computations and approach practical problems by choosing appropriately from a variety of mathematical techniques.
      iv) Listening: receive, attend to, interpret, and respond to verbal messages and other cues.
      v) Speaking: Organize ideas and communicate orally.

   b) **Thinking Skills**: A worker must think creatively, make decisions, solve problems, visualize, know how to learn, and reason effectively. These skills include:
      i) Creative Thinking: generate new ideas.
      ii) Decision Making: specify goals and constraints, generate alternatives, consider risks, and evaluate and choose the best alternative.
      iii) Problem Solving: recognize problems and devise and implement plan of action.
      iv) Visualize ("Seeing Things in the Mind's Eye"): organize and process symbols, pictures, graphs, objects, and other information.
      v) Knowing How to Learn: use efficient learning techniques to acquire and apply new knowledge and skills.
      vi) Reasoning: discover a rule or principle underlying the relationship between two or more objects and apply it when solving a problem.

   c) **Personal Qualities**: A worker must display responsibility, self-esteem, sociability, self-management, integrity, and honesty.
      i) Responsibility: exert a high level of effort and persevere toward goal attainment.
      ii) Self-Esteem: believe in one's own self-worth and maintain a positive view of oneself.
      iii) Sociability: demonstrate understanding, friendliness, adaptability, empathy, and politeness in group settings.
      iv) Self-Management: assess oneself accurately, set personal goals, monitor progress, and exhibit self-control.
      v) Integrity and Honesty: choose ethical courses of action.

2) **Workplace competencies are defined in five areas: resources, interpersonal skills, information, systems, and technology.**
a) **Resources:** A worker must identify, organize, plan, and allocate resources effectively.
   i) **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.