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

Semester Credit Hours: 4

Lecture Hours per week: 4
Lab Hours per week: 3

Contact Hours per Semester: 112

State Approval Code: 510803

Class Section Meeting Times:

Instructional Goals: Students will 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 learn about establishing therapeutic relationships and practice their skills via a service learning project involving children in a pediatric setting and adult with special needs within the community. Students also learn service documentation basics specific to the field of occupational therapy.

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, 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%:

1. Articulate an understanding of the importance of the history and philosophical base of the profession of occupational therapy. **B.2.1, B.3.4**
2. Discuss how occupational therapy history and occupational therapy theory, and the sociopolitical climate influence practice. **B.3.4**
3. Demonstrate an understanding of the OT Code of Ethics, Core Values and Attitudes and Standards of Practice and use them as a guide for making ethical decisions in practice. **B.9.1**
4. Identify and describe key pieces of federal and state legislation and how they impact OT service delivery. **B.7.2**
5. Recognize the functions and importance of organizations that support the profession of OT to include credentialing, licensure, certification, registration and membership associations at the state and national levels. **B.7.3 B.9.2**
6. Identify basic knowledge of the various health care reimbursement systems (federal, state, private payer, etc.) for OT. **B.7.4**
7. Describe the contexts and continuums in which OT practitioners deliver care (medical, community, social, all-inclusive and non-traditional). **B.6.1**
9. Demonstrate professional advocacy by participating in organizations, agencies and/or service learning events that promote the profession. **B.9.13**
10. Define occupational therapy and the meaning and dynamics of occupation and activity as described in the PEO model and in the OT Practice Framework. **B.2.2**
11. Articulate the importance of balancing areas of occupation with the achievement of health and wellness. **B.2.4**
12. Describe the basic features of contemporary theories, models and frames of reference used in occupational therapy. **B.3.1, B.3.2**
13. Identify the varied roles of the OTA as a practitioner, educator and research assistant. **B.9.7**
14. Identify the need for and nature of supervisory roles, responsibilities and collaborative professional relationship between the OT and OTA. **B.9.8**
15. Identify the types of documentation used to record occupational therapy services. **B.4.10**
16. Categorize information into the proper SOAP note section. **B.4.10**
17. Interpret symbols and abbreviations commonly used in the documentation of OT services. **B.4.10**
18. Correctly define, classify and spell medical terminology related to OT service delivery and documentation. **B.4.10**
19. Effectively locate and understand information (including the quality of the source of information) to support clinical decision making. B.8.2

20. Understand his or her unique personality traits and how they can be used to enhance the therapeutic relationship with a client. B.5.7 precursor

21. Practice obtaining an occupational profile and the development of therapeutic use of self through service learning activities. B.4.4; B.5.7

22. Articulate the role of the OTA and OT in the screening/evaluation process. B.4.5

23. Articulate the rationale for supervision and collaboration between the OTA and OTR in the OT process. B.4.5

24. Implement group interventions based on principles of group development and group dynamics across the lifespan. B.5.4

SCANS Workplace Competencies

<table>
<thead>
<tr>
<th>Basic Skills</th>
<th>Workplace Skills</th>
</tr>
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<tbody>
<tr>
<td>A. i, ii, iv, v</td>
<td>A. i, iii, iv</td>
</tr>
<tr>
<td>B. i, ii, iii, iv, v, vi</td>
<td>B. i, ii, v, vi</td>
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<tr>
<td>C. i, ii, iii, iv, v</td>
<td>C. i, ii, iii, iv</td>
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<td>D. i, ii</td>
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<td></td>
<td>E. i, ii, iii</td>
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Course Content:
A general description of lecture/discussion topics included in this course are listed in the Learning Objectives/ Specific Course Objectives sections of this syllabus.

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 Standard/Objective</th>
<th>Method of Measurement</th>
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<tbody>
<tr>
<td>1-24</td>
<td>Exams, quizzes, and iRAT/iRAT assessment</td>
</tr>
<tr>
<td>1-14, 19-23</td>
<td>Assignments/ Group Assignments</td>
</tr>
<tr>
<td>21,22,24,</td>
<td>Community Based Learning Program Feedback</td>
</tr>
<tr>
<td>15,16,17,18</td>
<td>Documentation and terminology</td>
</tr>
</tbody>
</table>

Major Assignment/ Assessments: The following will be assigned during the semester and used to calculate the student’s final grade. For details please see canvas course.

OTHA 1405 Principles of OT – Revised 8/17
### Assignments

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>EXAMS/Quizzes</strong></td>
<td>45%</td>
</tr>
<tr>
<td>● Midterm (15%)</td>
<td></td>
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<tr>
<td>● Final (15%)</td>
<td></td>
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<tr>
<td>● iRATs/quizzes(10%)</td>
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<tr>
<td>● tRATs (5%)</td>
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<tr>
<td><strong>ASSIGNMENTS</strong></td>
<td>55%</td>
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<tr>
<td>● Assignments(30%)</td>
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<tr>
<td>● Team Assignments(25%)</td>
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</table>

### Course Grade:
The grading scale is as follows:

<table>
<thead>
<tr>
<th>Grading Scale</th>
<th>Letter Grade</th>
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<tbody>
<tr>
<td>% Score</td>
<td></td>
</tr>
<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>
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</table>

**Note 1:** No scores will be rounded.

**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.

### Texts, Materials, and Supplies:
- Manville C., Keough, J. (2016) *Mental Health Practice for the OTA* 1st Edition

### Other:
- For current texts and materials, use the following link to access bookstore listings: [http://www.panolacollegestore.com](http://www.panolacollegestore.com)
- For testing services, use the following link: [http://www.panola.edu/elearning/testing.html](http://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 [http://www.panola.edu/student-success/disability-support-services/](http://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.
Student Are Required To:

1. Comply with all instructional policies and procedures in the Panola OTA Student Policy Manual.
2. Complete all pre class assignments prior to class.
3. Actively participate in class discussions and experiences.
4. Take the initiative to obtain all materials missed due to absences.
5. Take the initiative to schedule any additional practice or instruction needed with the course instructor.

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 timeline 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 databases 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.