

**Bossier Parish Community College
Master Syllabus**

Course Prefix and Number: OCTA 200

Credit Hours: 2

Course Title: Introduction to Occupational Therapy

Credit Hours: 2

Course Prerequisite: Enrollment in the OCTA program courses is limited to those students who have been selected and admitted to the professional phase of the program. Program courses are sequenced by semester and must be taken as a group each semester per program requirements and policies.

Textbooks/ Learning Resources:

Required textbook:

O'Brien; Introduction to Occupational Therapy; 6th Edition

Supplemental information:

OT Official Documents

Course Description:

This course provides knowledge in the foundation of OT practice by introducing the historical development, theory, principles, values, and roles and responsibilities in occupational therapy. Topics include OT standards of practice, professional behaviors, educational preparation and certification, code of ethics, emerging trends, practice framework, models of practice and frames of reference. The basic tenets of occupational therapy will also be discussed.

Relationship to Curriculum Design:

This is the first course in the professional specialty coursework of the first year. This course is designed to introduce fundamental concepts of the nature and scope of occupational therapy including the OTPF, lifespan development, roles and responsibilities, ethical practice, **evidence-based practice, occupation-based practice, clinical reasoning**, and other occupational therapy standards and concepts that are expanded upon throughout the year. Prior knowledge and personal experiences are associated with new information in order to actively engage the students in the teaching and learning process. Interactive and student-centered learning is emphasized through class discussion, group activities, case studies, and reflection. **Professional growth and development** are emphasized and assessed.

Teaching/Learning Method and Instructional Delivery:

Course content will be delivered online and through required scheduled virtual meeting times.

Instructional methods include power point lectures including voice over presentations, case studies, online discussion board activities and assignments, online quizzes, group activities, web-based activities, video analysis, lecture, and role play.

Students will demonstrate learning through:

1. Assigned readings

2. Student participation through completion of:
 - a. Pre-class activities and prep work
 - b. Learning through group discussion and class activities
 - c. Independent assignments
 - d. Discussion board activities
 - e. exams

Learning Outcomes:

At the end of this course the student will be able to:

- A. based on review and comprehension of current OT literature, develop an appreciation of the history and philosophy of occupational therapy in order to understand the role of the OT and OTA;*
- B. demonstrate an understanding of the AOTA Code of Ethics and Standards of Practice in order to perform legally and ethically throughout the OT process;
- C. demonstrate an understanding of the Occupational Therapy Practice Framework Domain and Process
- D. identify models of practice and frames of reference that are used in occupational therapy;
- E. demonstrate knowledge of educational preparation, certification, and supervision guidelines to function effectively in a variety of roles and practice settings
- F. analyze data, utilize technology and think critically in order to understand the roles and responsibilities of the OT and OTA in various practice settings.*
- G. Demonstrate effective computer literacy, and oral and written communication skills

Course Objectives

To achieve the learning outcomes, the student will:

1. Understand the basic terminology used in OTPF and describe the unique nature and scope of Occupational Therapy practice. **(A, C)**
2. Describe levels of OT personnel and personality characteristics fitting for a career in OT. **(E)**
3. 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. **(B.2.1) (A)**
4. Define the process of theory development and its importance to occupational therapy. **(B.2.2) (A)**
5. 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. **(B.3.1) (A)**
6. 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 (OTPF). **(B.3.2) (C)**
7. 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. **(B.3.3) (F,G)**
8. 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. **(B.3.4) (F,G)**
 9. Demonstrate clinical reasoning to address occupation-based interventions, client factors, performance patterns, and performance skills. **(B.4.2) (B, F)**
 10. Utilize clinical reasoning to facilitate occupation-based interventions that address client factors. This must include interventions focused on promotion, compensation, adaptation, and prevention. **(B.4.3) (B)**
 11. Understand and articulate care coordination, case management, and transition services in traditional and emerging practice environments. **(B.4.20) (B, E)**
 12. Demonstrate effective intra-professional OT/OTA collaboration to explain the role of the occupational therapy assistant and occupational therapist in the screening and evaluation process. **(B.4.24) (B)**
 13. 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. **(B.4.25) (B)**
 14. Identify and communicate to the occupational therapist the need to refer to specialists both internal and external to the profession, including community agencies. **(B.4.26) (B)**
 15. 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. **(B. 5.1) (A, C)**
 16. 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. **(B.5.2) (A)**
 17. 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. **(B.5.4) (E)**
 18. 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. **(B.5.5)**
 19. Define strategies for effective, competency-based legal and ethical supervision of occupational therapy assistants and non-occupational therapy personnel. **(B.5.8) (B)**
 20. Understand the principles of teaching and learning in preparation for work in an academic setting. **(B.6.6) (F)**
 21. 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. **(B.7.1) (B)**

22. 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. **(B.7.2) (E)**
23. Identify and develop strategies for ongoing professional development to ensure that practice is consistent with current and accepted standards. **(B. 7.4) (E)**
24. Demonstrate knowledge of personal and professional responsibilities related to: Liability issues under current models of service provision and varied roles of the occupational therapy assistant providing service on a contractual basis. **(B.7.5) (C)**
25. Explain the meaning of occupation and distinguish between its use as a means and an end. **(E)**.
26. Describe the client-centered approach and its relevance to OT. **(C, G)**
27. Discuss the value of evidence-based practice. **(D, F)**
28. Discuss the educational and professional requirements of the OTA. **(C, E)**
29. Describe the services provided by occupational therapy across the life span **(A, B)**
30. Compare and contrast the roles of the OT and OTA in the OT process **(C, F)**
31. Identify and describe the five general approaches to intervention **(C, F)**
32. Analyze activities in terms of areas of performance, performance skills, performance patterns, and client factors. **(F)**
33. Identify the mechanisms, systems, and techniques needed to properly maintain, organize, and prioritize workloads and intervention settings. **(C, F)**
34. Identify and describe intervention modalities and their relationship to purposeful activity. **(F)**
35. Describe therapeutic use of self and its role in developing a therapeutic relationship. **(A, G)**
36. Identify the variety of informal and formal systems for resolving ethics disputes that have jurisdiction over OT practice. **(B)**

Topical Outline

- I. The Occupational Therapy Profession
 - A. Defining OT
 1. General overview of types of patients/clients served
 2. General overview of types of settings, services and activities utilized
 - B. History of OT
 1. Founders
 2. Holistic Perspective
 3. Societal influences
 4. legislation
 - C. Philosophy of OT
 1. Philosophical Base/ Holistic approach
 2. Areas of practice
 3. General overview of Practice framework
 4. Core concepts and Basic tenets
 - D. Current Issues and Emerging Practice Areas
 1. Centennial Vision
 2. Emerging Areas of Practice

- 3. Practice Act
- E. Global Perspective
 - 1. Culture in occupational performance
 - 2. Cultural competence
 - 3. Occupational justice
- II. The Occupational Therapy Practitioner
 - A. Educational Preparation and Certification
 - 1. Accreditation process
 - 2. OTA Standards
 - 3. General Overview of Certification and State Licensure
 - B. Occupational Therapy Supervision, Roles, Responsibilities and Relationships
 - 1. OT Roles
 - 2. Responsibilities of OT and OTA's during service delivery
 - 3. Levels of Supervision
 - 4. Healthcare Teams and Relationships
 - 5. Professional Development
 - C. Legal and Ethical Issues
 - 1. Code of Ethics
 - 2. Ethical Decision Making
 - 3. Ethical Problem Solving
 - 4. Practicing Legally; Federal and State Statutes
 - D. Professional Organizations
 - 1. AOTA
 - 2. AOTF
 - 3. WFOT
 - 4. LOTA
- III. The Practice of Occupational Therapy
 - A. OT Practice Framework
 - 1. Parts
 - 2. Analysis of Occupational Performance and Process
 - 3. OT Intervention
 - B. Lifespan Development
 - 1. Developmental tasks of infancy, childhood and adolescence
 - 2. Developmental frames of reference
 - 3. Infancy, childhood, and adolescent diagnoses, settings and interventions
 - 4. Developmental tasks of adulthood
 - 5. Adulthood diagnoses, settings and interventions
 - C. Treatment Settings and Models
 - 1. Types of settings
 - 2. Spheres of practice
 - D. General Overview of OT Process
 - 1. Evaluation
 - 2. Interventions
 - 3. Outcomes
 - E. Service Management Functions
 - 1. Maintaining a safe and efficient workplace

- a. Safe environment
 - b. Infection control
 - c. Ordering and storing supplies
 - d. Scheduling
 - 2. Documenting OT services
 - a. Evaluation and screening
 - b. Re-evaluation
 - c. Intervention plan
 - d. Progress report
 - e. Transition plan
 - f. Discharge/discontinuation
 - g. IEP
 - 3. Reimbursement
 - a. Public, private, and other funding sources
 - b. Coding and billing
 - 4. Program Planning and Evaluation
 - 5. Professional Development
 - 6. Public Relations and Marketing
- IV. The Process of OT
 - A. OT Process
 - 1. Evaluation
 - 2. Intervention
 - 3. Outcomes
 - B. Models of Practice and Frames of Reference
 - 1. Definition and Types of Models of Practice
 - 2. Definition and Types of Frames of Reference
 - 3. Application to treatment
 - C. General Overview of Intervention Modalities
 - 1. Preparatory Methods
 - b. Sensory input
 - c. Therapeutic exercise
 - d. Physical agent modalities
 - e. Orthotics and splinting
 - 2. Purposeful Activity
 - 3. Occupation-Based Activity
 - a. Activity analysis/synthesis
 - b. Activity synthesis
 - D. Therapeutic Relationship
 - 1. Skills for effective relationships
 - 2. Group leadership skills
 - 3. Types of groups
 - 4. Application of therapeutic use of self
 - E. Clinical Reasoning
 - 1. Thought process
 - 2. Types of Reasoning
 - 3. Reasoning strategies

4. Development of skills

Course Grading: The student's grade for this course will be based on:

- Written exams will comprise 70% of the final grade (average of all written exams) and
- Activities and assignments will determine 25% of the final grade; which include in-class assignments and activities, group activities, discussion board, forum/web activities and assignments, and presentations.
 - All discussion board and online assignments will be graded on clarity, quality, content, grammar, spelling, and punctuation. Pay close attention to due dates and response requirements.
- Assessment of professional behavior, participation and attendance (assessed by rubric) will be used for 5% of the final grade. OCTA 200 is an online course. Students are expected to log-in to Canvas at least three times per week and participate in a meaningful way.

Course Design:

Modules contain:

- Presentation (power point)
- Presentation supplements (if applicable) such as handouts, videos, or links to information that are part of the presentation – also “testable” material
- Discussion Board assignments and Assignments to be uploaded (if applicable)
- Class Activities
- Chapter summaries

Assignments

If an assignment instructs you to submit through MyBPCC Canvas, then you will be expected to submit the assignment through MyBPCC Canvas (don't email assignments to instructor).

Discussion Board (DB)

Each module requires students to post on Discussions. Details as to what a posting should include are described in each lesson module folder (if applicable). Discussion Board grading is described in the Course Information module.

If you have a question about an assignment or task, post the question on the discussion titled, “Questions about Module ...” located in each of the four modules. Then email your instructor to ensure that the question is answered promptly. The instructor will answer the question on the Discussion Board to allow all students to be informed of the question and answer.

Note: When emailing from a smart phone or electronic device (like an i-Pad), often times the instructor is unable to see the name of the person who sent the message. This is even more reason why you must include your name in the subject line of your email.

Course Requirements: To earn a grade of “C” or higher the student must earn 70% of the total points for the course and meet all of the following course requirements:

- 100% accuracy on AOTA Occupational Therapy Code of Ethics, Scope of Practice and AOTA standards of Practice Exam
- Satisfactory completion of all assignments (minimum of 75%)
- Create account with NBCOT

Course Grading Scale:

- A- 90% or more of total possible points including all exams, assignments and participation and 100% accuracy on AOTA *Occupational Therapy Code of Ethics, Scope of Practice, and AOTA Standards of Practice* exam
- B- 80-89% or more of total possible points including all exams, assignments and participation and 100% accuracy on AOTA *Occupational Therapy Code of Ethics, Scope of Practice, and AOTA Standards of Practice* exam
- C- 70-79% or more of total possible points including all exams, assignments and participation and 100% accuracy on AOTA *Occupational Therapy Code of Ethics, Scope of Practice, and AOTA Standards of Practice* exam
- D- 60-69% or more of total possible points including all exams, assignments and participation and 100% accuracy on AOTA *Occupational Therapy Code of Ethics, Scope of Practice, and AOTA Standards of Practice* exam
- F- Less than 60% of total possible points including all exams, assignments and participation and less than 100% accuracy on AOTA *Occupational Therapy Code of Ethics, Scope of Practice, and AOTA Standards of Practice* exam

Students must have a “C” or better in each course and a semester GPA average of 2.5 or better (GPA requirement not applicable in first summer session) to receive credit toward the OTA program requirements and to move to the next level of coursework.

Student Expectations:

- a. Course faculty will determine if class absence is excused. Unexcused absences will result in a zero (0) for the exam, assignment, or class participation due on the date of absence.
- b. **One** tardy will be excused per semester. All other tardies will constitute a decrease of one percentage point each in final grade.
- c. Make-up work or exams for excused absences will be given at the discretion and convenience of the instructor.
- d. Satisfactory completion of ALL assignments is required. Late assignments will receive a 10% deduction per day. Instructor has discretion to give a grade of zero for late assignments and is determined on a case by case basis.
- e. All written work will be typed and produced according to the *APA Publication Manual, 7th edition* unless otherwise indicated in assignment directions.

- f. *Active* participation during class time, community outings, fieldwork experiences, and other professional experiences is mandatory. Passive note taking and silent observation is not considered active participation.
- g. Preparation is required to engage in class activities.
- h. Professional development is an integral part of becoming an Occupational Therapy Assistant. Students are expected to accept constructive criticism from faculty and peers and modify behavior accordingly.
- i. Advising appointment requests with faculty must be made in writing.

More detailed information available in the OTA Program Student Handbook.

Professional Behavior:

In addition to requirements related to technical skill development during class/lab and fieldwork practice experiences, the Program additionally expects students to demonstrate affective behaviors consistent with a “professional.” Students are expected to conduct themselves in a professional manner at all times, including written and verbal communication. The policies and procedures of the Program and of the Fieldwork Facility must be adhered to and additionally the student should conform to the principles outlined in the AOTA Guide for Professional Conduct and the AOTA Code of Ethics.

Netiquette

This term is used to describe accepted, proper behavior on the Internet. Remember the following when communicating online (messages, discussions, etc.):

- A good rule of thumb: If you would not say it to the recipient face-to-face, do not type it and send it electronically.
- Never post profanity, racist, or sexist messages
- Be respectful of fellow students and instructors
- Never insult any person or their message content
- Never plagiarize or publish intellectual property
- Do not use text messaging abbreviations or street slang
- Do not type in all CAPS (this is considered online yelling)

Attendance Policy: The college attendance policy, which is available at <http://catalog.bpcc.edu/content.php?catoid=4&navoid=231&hl=attendance&returnto=search#classes-attendance>, allows that “more restrictive attendance requirements may apply to some specialized classes such as laboratory, activity, and clinical courses because of the nature of those courses.” The attendance policy of the OTA program is described in the OTA Program Student Handbook.

Nondiscrimination Statement

Bossier Parish Community College does not discriminate on the basis of race, color, national origin, gender, age, religion, qualified disability, marital status, veteran's status, or sexual orientation in admission to its programs, services, or activities, in access to them, in treatment of individuals, or in any aspect of its operations. Bossier Parish Community College does not discriminate in its hiring or employment practices.

COORDINATOR FOR SECTION 504 AND ADA

Angie Cao, Student and Disability Services Specialist

Disability Services, F254, 6220 East Texas Street, Bossier City, LA 71111

318-678-6511

acao@bpcc.edu

Hours: 8:00 a.m.-4:30 p.m. Monday - Friday, excluding holidays and weekends.

Equity/Compliance Coordinator

Teri Bashara, Director of Human Resources

Human Resources Office, A-105

6220 East Texas Street

Bossier City, LA 71111

Phone: 318-678-6056

Hours: 8:00 a.m.-4:30 p.m. Monday - Friday, excluding holidays and weekends.

The syllabus is comprehensive and covers a lot of detail. Read it carefully and ask questions about anything you do not understand. The syllabus is subject to change, but all changes will be announced as far in advance as possible.

Reviewed by K. Brandon 5/23