

JEFFERSON COLLEGE

COURSE SYLLABUS

OTA100

FOUNDATIONS OF OCCUPATIONAL THERAPY

3 Credit Hours

Prepared by:

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Created on Date: 6-1-11

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OTA100 Foundations of Occupational Therapy

I. CATALOGUE DESCRIPTION

- A. Prerequisites: Acceptance into the OTA Program with documented completion of observation hours and satisfactory completion of prerequisites with a minimum grade of “C” and a cumulative GPA of 2.5 or better.
- B. Credit hour award – 3
- C. Description – Foundations of Occupational Therapy include the history of occupational therapy, philosophical base, and core concepts related to various practice areas: psychosocial dysfunction, physical disabilities, cognitive dysfunction, pediatrics, productive aging and quality of life. Human Occupations across the life span will be investigated. Students will study theory and models guiding occupational therapy practice with an overview of the occupational therapy process and OTA roles in clinical settings and in the community. The Occupational Therapy Practice Framework: Domain and Process will be introduced along with the concepts of client centered practice, therapeutic use of self and the OTA role in advocacy. The Person, Environment, Occupation, Occupational Performance (PEOP) model will be introduced as a foundation for the curriculum. (S)

II. EXPECTED LEARNING OUTCOMES/CORRESPONDING ASSESSMENT MEASURES (With numbers in parentheses referring to ACOTE standards)

Expected Learning Outcomes	Assessment Measures
Define the term Occupational Therapy to a variety of audiences. (B.2.2, B.2.3, B.2.5)	Class Discussion/Activity Formative Assessment Written Project/Paper Summative Examination
Explain the types of settings where Occupational Therapy is usually provided as well as emerging treatment areas. (B.6.1, B.6.3, B.7.1)	Class Discussion/Activity Formative Assessment Written Project/Paper Summative Examination
Identify the roles and responsibilities of the Occupational Therapy Assistant as a direct service provider, facilitator of service, and as a member of the profession. (B.4.4, B.5.7, B.5.25, B.5.26, B.6.3, B.9.2, B.9.7)	Class Discussion/Activity Formative Assessment Written Project/Paper Summative Examination
Describe the historical and philosophical roots of Occupational Therapy. (B.2.1)	Class Discussion/Activity Formative Assessment Written Project/Paper Summative Examination
Identify significant persons in the early development of Occupational Therapy. (B.2.1)	Class Discussion/Activity Formative Assessment Written Project/Paper Summative Examination
Discuss the philosophical base of OT with values and ethics embraced by the profession of Occupational Therapy. (B.9.1)	Class Discussion/Activity Formative Assessment Written Project/Paper Summative Examination

Cite the values and ethics embraced by the profession of Occupational Therapy. (B.9.1)	Class Discussion/Activity Formative Assessment Written Project/Paper Summative Examination
Define the development of the Occupational Therapy Assistant throughout history. (B.2.1)	Class Discussion/Activity Formative Assessment Written Project/Paper Summative Examination
Describe key theories that contributed to the foundations of Occupational Therapy. (B.2.11, B.3.1, B.3.3)	Class Discussion/Activity Formative Assessment Written Project/Paper Summative Examination
Discuss the role of an entry level COTA. (B.7.9, B.9.4, B.9.6, B.9.8)	Class Discussion/Activity Formative Assessment Written Project/Paper Summative Examination
Identify the importance of collaboration with clients, care-givers, and other health care professionals. (B.5.15, B.5.16, B.5.20)	Class Discussion/Activity Formative Assessment Written Project/Paper Summative Examination
Describe how a balance among performance areas contributes to health and wellness. (B.2.2, B.2.4, B.2.5)	Class Discussion/Activity Formative Assessment Written Project/Paper Summative Examination
Explain the differences in the following terms: occupation, activity, purposeful activity. (B.2.2, B.2.3, B.2.5)	Class Discussion/Activity Formative Assessment Written Project/Paper Summative Examination
Describe occupation-based practice and how Occupational Therapy Assistants use activity in a therapeutic context to support performance. (B.2.2, B.2.11, B.4.4)	Class Discussion/Activity Formative Assessment Written Project/Paper Summative Examination
Describe how the client's values, needs and cultural differences impact the treatment process. (B.1.7, B.1.8, B.6.1, B.6.2)	Class Discussion/Activity Formative Assessment Written Project/Paper Summative Examination
Explain how cultural diversity affects the treatment process and participation in various treatment settings. (B.1.8, B.6.1, B.6.2)	Class Discussion/Activity Formative Assessment Written Project/Paper Summative Examination
Describe the Occupational Therapy process. (B.4.1, B.4.3, B.4.4, B.5.1, B.5.23, B.5.24, B.5.26)	Class Discussion/Activity Formative Assessment Written Project/Paper Summative Examination
Describe how the therapeutic use of self is used as one of the tools of therapy. (B.5.6)	Class Discussion/Activity Formative Assessment Written Project/Paper Summative Examination
Describe the role of the OTA in evaluation including referral, screening, interview, observation, and formal assessment. (B.4.4)	Class Discussion/Activity Formative Assessment Written Project/Paper Summative Examination

Outline the concepts of the intervention process using the PEO Model. (B.2.11)	Class Discussion/Activity Formative Assessment Written Project/Paper Summative Examination
Discuss the importance of the use of evidence in treatment and outcomes study. (B.8.1)	Class Discussion/Activity Formative Assessment Written Project/Paper Summative Examination
Demonstrate skills and abilities in oral and written communication. (B.1.1, B.5.17)	Class Discussion/Activity Formative Assessment Written Project/Paper Summative Examination

III. OUTLINE OF TOPICS

- A. Introduction to Occupational Therapy
 - 1. Definition of Occupational Therapy and Overview of the Profession
 - 2. Occupational Therapy Practice Settings
 - 3. Occupational Therapy across the Lifespan

- B. History of Occupational Therapy
 - 1. Beginnings of Occupational Therapy Profession
 - 2. Philosophical Basis and Holistic Perspectives
 - 3. Values and Ethics of Occupational Therapy
 - 4. The Evolution of Occupational Therapy
 - 5. Theoretical History of Occupational Therapy
 - 6. The Role of the Occupational Therapy Assistant

- C. Models of Practice and Frames of Reference
 - 1. Understanding Theory
 - 2. Model of Practice
 - 3. Frames of Reference

- D. Person, Environment, Occupation, Performance: An Occupation-based Framework for Practice
 - 1. Introduction
 - 2. The Person-Environment-Occupation-Performance Model
 - 3. Components of the Model
 - 4. What is a Top down Approach?
 - 5. Personal Factors
 - 6. The Environment
 - 7. The Structure of Occupations
 - 8. Evidence

- E. Humans as Occupational Beings (Understanding human occupation)
 - 1. Relationship of Occupations to Health and Well-being
 - 2. The Study of Human Occupations
 - 3. The Use of Occupation to Enhance Human Performance
 - 4. Introduction to Occupation-based Practice
 - 5. The Influence of Culture on Occupational Therapy Practice

- F. Occupational Therapy Practice Framework, Domain and Process
 - 1. Performance Areas
 - 2. Analysis of Occupational Performance
 - 3. Case Applications

4. Occupational therapy process
 5. Types of Occupational Therapy Interventions
 6. Outcomes
- G. Overview of the Occupational Therapy Process
1. Therapeutic Relationships
 2. Occupational Therapy Evaluation
 3. Treatment Planning and Implementation
 4. Documentation
 5. Service Management Functions

IV. METHOD(S) OF INSTRUCTION

- A. Lecture
- B. Readings from textbook
- C. Supplemental handouts
- D. Classroom activities
- E. Participation in active learning by computer programs, games, and internet-based activities.
- F. Peer interactive activities, group projects, and discussions in classroom and online

V. REQUIRED TEXTBOOKS

- A. Hussey, S.M., Sabonis-Chafee, B., & O'Brien, J.C. (2007). *Introduction to occupational therapy* (3rd ed.). St. Louis, MO: Mosby.
- B. Christiansen, C., & Baum, C. (2005). *Occupational therapy, performance, participation, and well-being*. Thorofare, NJ: Slack.

VI. REQUIRED MATERIALS

- A. Course homepage available through Blackboard/WebCT or Luminis Platform.
- B. A computer with internet access (available through the Jefferson College Labs).
- C. Paper, notebooks, pens, pencils with erasers.

VII. SUPPLEMENTAL REFERENCES

- A. Class Handouts
- B. Current Library Resources
 1. Books
 - a. American Psychological Association. (2009). *Publication manual of the american psychological association*. (6th ed.). Washington, DC: APA.
 - b. American Occupational Therapy Association Inc. (2008). *Occupational*

therapy practice framework: Domain and process (2nd ed.). Bethesda, MD: AOTA Press.

c. Skubik-Peplaski, C., et.al. (2009). *Applying the occupational therapy practice framework* (2nd ed.). Bethesda, MD: AOTA Press.

2. Periodicals
3. Videos

C. Current internet resources

1. On-line reference materials
2. Textbook companion web-site
3. American Occupational Therapy Association (AOTA) web-site

VIII. METHOD OF EVALUATION (basis for determining course grade)

- A. Written Projects or Papers will equal 20% of total course grade. Consisting of 1-5 assignments focused on application of occupational therapy theory and principles.
- B. Summative Written Examinations – 3-5 examinations worth up to 60%.
- C. Attendance/Participation grade will equal 10% of total course grade.
- D. Additional Credit – Additional activities, community service, or exemplary professional behaviors as assessed by a professional behaviors checklist will equal 10% of total course grade.
- E. Grading Scale:
A = 90-100%
B = 80-89.9%
C = 70-79.9%
D = 60-69.9%
F = 0-59.9%

IX. ADA STATEMENT

Any student requiring special accommodations should inform the instructor and the Coordinator of Disability Support Services located in the library. (Phone: 636-797-3000, ext. 169.)

X. ACADEMIC HONESTY STATEMENT

All students are responsible for complying with campus policies as stated in the Student Handbook. Any student who cheats or plagiarizes will be subject to dismissal from the Occupational Therapy Assistant program and will be referred to the college for disciplinary action. (See College website, <http://www.jeffco.edu>).

XI. OUTSIDE OF CLASS ACADEMICALLY RELATED ACTIVITIES

Department of Education mandates that students be made aware of expectations regarding coursework to be completed outside the classroom. Students are expected to spend substantial time outside of class meetings engaging in academically related activities such as reading, studying, and completing assignments. Specifically, time spent on academically related activities outside of class combined with time spent in class meetings is expected to be a minimum of 37.5 hours over the duration of the term for each credit hour.