



# **INSTRUCTIONAL PACKAGE**

OTA 101  
Fundamentals of Occupational Therapy

Effective Term  
Fall 2022

# INSTRUCTIONAL PACKAGE

## Part I: Course Information

Effective Term: Fall 2022

COURSE PREFIX: OTA 101

COURSE TITLE: Fundamentals of Occupational Therapy

CONTACT HOURS: 3.0

CREDIT HOURS: 3.0

### **RATIONALE FOR THE COURSE:**

Fundamentals of Occupational Therapy will introduce the student to the history and foundations of occupational therapy, the occupational therapy philosophy, and scope of practice. Students will gain an understanding of the various settings and emerging practice areas that apply to occupational therapy. This course enables the student to identify the role of the occupational therapist and occupational therapy assistant during the occupational therapy process, as well as the clients occupational therapy practitioners serve across the lifespan. Upon completion of this course students will be able to describe and apply Occupational Therapy Models and Frames of Reference to create effective interventions with clients for fieldwork and entry-level preparedness.

### **COURSE DESCRIPTION:**

This course introduces basic principles in occupational therapy including the philosophy, history, current trends, emerging practice areas, models and theories of the profession. The Occupational Therapy Framework is also discussed.

### **PREREQUISITES/CO-REQUISITES:**

(Credit level ENG 101 Minimum Grade of C or Credit level ENG 101 Minimum Grade of TC) and (Credit level BIO 210 Minimum Grade of C or Credit level BIO 210 Minimum Grade of TC) and (Credit level BIO 211 Minimum Grade of C or Credit level BIO 211 Minimum Grade of TC) and (Credit level PSY 201 Minimum Grade of C or Credit level PSY 201 Minimum Grade of TC) and (Credit level MAT 110 Minimum Grade of C or Credit level MAT 110 Minimum Grade of TC or Credit level MAT 120 Minimum Grade of C or Credit level MAT 120 Minimum Grade of TC)

Restrictions:

Must be enrolled in one of the following Fields of Study (Major, Minor, or Concentration):

Occupational Therapy Assistant

### **REQUIRED MATERIALS:**

- Clifford O'Brien, J. (2018). *Introduction to occupational therapy* (5<sup>th</sup> ed.). Elsevier.

Please visit the [BOOKSTORE](#) online site for most current textbook information.

Enter the semester, course prefix, number and section when prompted and you will be linked to the correct textbook.

### **TECHNICAL REQUIREMENTS:**

Access to Desire2Learn (D2L), HGTC's student portal for course materials. myHGTC and college email access.

### **CLASSROOM ETIQUETTE:**

As a matter of courtesy to other students and your professor, please turn off cell phones and other communication/entertainment devices before class begins. If you are monitoring for an emergency, please notify your professor prior to class and switch cell phone ringers to vibrate.

## **Part II: Student Learning Outcomes**

### **COURSE LEARNING OUTCOMES and ASSESSMENTS\*:**

After successful completion of this course, the student will be able to meet the following outcomes:

1. Identify the occupational therapy philosophical base, the history and foundation of occupational therapy, and the progression of the profession from past to present.  
[B.3.1. OT History, Philosophical Base, Theory, and Sociopolitical Climate]
  - a. Assessments: Lecture/Final Exam
2. Define the process of theory development and its importance to occupational therapy.  
[B.2.2. Theory Development]
  - a. Assessments: Lecture/Final Exam
3. 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.  
[B.4.29. Reimbursement Systems and Documentation]
  - a. Assessments: Lecture/Final Exam
4. Discover the global perspective of occupational therapy and develop an awareness of culture and occupational therapy.  
[B.1.2. Sociocultural, Socioeconomic, Diversity Factors, and Lifestyle Choices]
  - a. Assessments: Lecture/Final Exam/Culture and OT Assignment

5. Analyze and compare the roles and responsibilities of the OT and OTA, the educational processes for each from student to entry-level practitioner and the certification and licensure process.  
 [B.5.5. Requirements for Credentialing and Licensure]
  - a. Assessments: Lecture/Final Exam/AOTA Specialized Skills Assignment/State Licensure Laws & OT Practice Assignment
  
6. Compare and contrast how occupational therapy is performed with clients across the lifespan, in different treatment settings and the varying models of health care.
  - a. Assessments: Lecture/Final Exam
  
7. Interpret and utilize the Models of Practice, Frames of Reference, and intervention modalities to create effective occupational therapy interventions.  
 [B.2.1. Scientific Evidence, Theories, Models of Practice, and Frames of Reference]
  - a. Assessments: Lecture/Final Exam/Assistive Technology Assignment/Intervention and SOAP Note ICE Video Case Study Assignment
  
8. Develop an understanding of therapeutic relationships and the skills of clinical reasoning for successful client interventions and outcomes.  
 [B.4.2. Clinical Reasoning]
  - a. Assessments: Lecture/Final Exam/ICE Intervention Video Assignment/Therapeutic Reasoning ICE Video Case Study Assignment

### Student Learning Outcomes Per Module:

#### Lecture & Lab Learning Objectives:

After successful completion of the classroom and laboratory activities, the student will be able to meet the following instructional objectives:

Dates:		ACOTE Standard	Assessment
Week 1  August 22	<p><b>Materials Covered:</b></p> <p>Chapter 1: Introductory Questions Chapter 2: Looking Back: A History of Occupational Therapy</p> <p><b>Learning Outcomes:</b></p> <p>1. Identify the basic terminology used in occupational therapy.</p>	B.3.1.	Test 1  Final Exam

	<ol style="list-style-type: none"> <li>2. Describe the nature and scope of practice of occupational therapy.</li> <li>3. Describe levels of occupational therapy personnel.</li> <li>4. Identify types of activities used in occupational therapy intervention.</li> <li>5. Identify major social influences that gave rise to the field of occupational therapy.</li> <li>6. Name individuals who were involved in the advancement of occupational therapy.</li> <li>7. Describe the influence of historical concepts on the current practice of occupational therapy.</li> <li>8. Identify and describe key pieces of federal legislation that have influenced the practice of occupational therapy.</li> </ol>		
<b>Week 2</b>  <b>August 29</b>	<p><b><i>Materials Covered:</i></b></p> <p>Chapter 3: Philosophical Principles and Values in Occupational Therapy  Chapter 4: Current Issues and Emerging Practice Areas</p> <p><b><i>Learning Outcomes:</i></b></p> <ol style="list-style-type: none"> <li>1. Identify the importance of a profession's philosophical base and describe the philosophy of occupational therapy.</li> <li>2. Explain the meaning of occupation in the context of the profession and understand it's role in occupational performance and well-being.</li> <li>3. Name the values of the profession.</li> <li>4. Describe the client-centered approach and its relevance to occupational therapy.</li> <li>5. Identify current issues facing the occupational therapy profession and describe emerging practice areas.</li> <li>6. Discuss the value of evidence-based practice.</li> <li>7. Identify the distinct value of occupational therapy.</li> </ol>	B.3.1.  B.5.1.	Test 1  Final Exam  Emerging Practice Assignment
<b>Week 3</b>	<b><i>No Class – Labor Day</i></b>		

<b>September 5</b>			
<b>Week 4</b>	<b>Materials Covered:</b>	B.1.2.	
<b>September 12</b>	<p>Chapter 5: A Global Perspective of Occupational Therapy</p> <p>Chapter 6: From Student to Practitioner: Educational Preparation and Certification</p> <p><b>Learning Outcomes:</b></p> <ol style="list-style-type: none"> <li>1. Describe the importance of a global perspective on occupational therapy.</li> <li>2. Identify the influence of culture in occupational performance.</li> <li>3. Describe how to develop culture competence.</li> <li>4. Define the importance of interprofessional education and practice.</li> <li>5. Describe the accreditation process for occupational therapy educational programs.</li> <li>6. Define the roles of occupational therapy personnel.</li> <li>7. Describe the purpose of level I and level II fieldwork.</li> </ol>	B.5.5.	<p>Test 2</p> <p>Final Exam</p> <p>Culture &amp; OT Assignment</p>
<b>Week 5</b>	<b>Materials Covered:</b>		
<b>September 19</b>	<p>Chapter 7: The Occupational Therapy Practitioner: Roles, Responsibilities and Relationships</p> <p><b>Learning Outcomes:</b></p> <ol style="list-style-type: none"> <li>1. Identify the different roles an occupational therapy practitioner may assume.</li> <li>2. Describe the levels of performance for occupational therapy practitioners.</li> <li>3. Discuss the minimum of responsibilities of the OT and OTA in service delivery as described in the Scope of Practice.</li> <li>4. Understand the levels of supervision and parameters that affect these levels.</li> <li>5. Describe service competency.</li> <li>6. Describe the different types of teams in healthcare and recognize the importance of interprofessional teams.</li> <li>7. Understand the importance of lifelong learning and professional development.</li> </ol>	<p>B.4.24</p> <p>B.7.4.</p>	<p>Test 2</p> <p>Final Exam</p> <p>Professional Development Assignment</p>

	8. Describe tools that can be used to maintain and document continuing competency.		
<b>Week 6</b> <b>September 26</b>	<p><b>Materials Covered:</b> Chapter 8: Practicing Legally and Ethically Chapter 9: Professional Organizations</p> <p><b>*Assessment(s):</b> Lecture/Final Exam State Licensure Laws &amp; OT Practice</p> <p><b>Learning Outcomes:</b></p> <ol style="list-style-type: none"> <li>1. Identify the purpose of a code of ethics and the six principles in the Occupational Therapy Code of Ethics.</li> <li>2. Outline the steps of ethical decision making.</li> <li>3. Explain the purpose and implementation of state law regulating occupational therapy.</li> <li>4. Discuss the similarities and differences of morals, ethics and laws and their connection to the practice of OT.</li> <li>5. Describe the mission and major activities of occupational therapy professional associations.</li> <li>6. Describe the activities of the AOTA, WFOT and state associations.</li> <li>7. Describe how professional associations assure the delivery of quality OT services.</li> <li>8. Identify ways professional organizations contribute to the professional development of their members.</li> </ol>	B.7.1	<p>Test 2</p> <p>Final Exam</p> <p>State Licensure Laws &amp; OT Practice Assignment</p>
<b>Week 7</b> <b>October 3</b>	<p><b>Materials Covered:</b> Chapter 11: Occupational Therapy Across the Lifespan</p> <p><b>Learning Outcomes:</b></p> <ol style="list-style-type: none"> <li>1. Identify the changes that occur in occupation across the life span.</li> <li>2. Outline the developmental tasks throughout the life span.</li> </ol>	B.1.1.	<p>Test 3</p> <p>Final Exam</p>

	<ol style="list-style-type: none"> <li>3. Identify how client factors progress throughout the life span.</li> <li>4. Describe the types of clients with whom OT practitioners work.</li> <li>5. Outline the unique services provided by occupational therapy at each developmental stage.</li> </ol>		
<p><b>Week 8</b></p> <p><b>October 10</b></p>	<p><b><i>Materials Covered:</i></b></p> <p>Chapter 12: Treatment Settings and Models of Healthcare Chapter 13: Service Management Functions</p> <p><b><i>Learning Outcomes:</i></b></p> <ol style="list-style-type: none"> <li>1. Characterize settings in which OT practitioners are employed by types of administration, levels of care and areas of practice.</li> <li>2. Identify the primary health problems addressed in different settings and describe how treatment setting influences the focus of OT intervention.</li> <li>3. Explain the various service management functions.</li> <li>4. Identify factors in a safe and efficient clinical environment.</li> <li>5. Define three major categories of funding sources that reimburse for occupational therapy services.</li> <li>6. Define the purpose of documentation and describe the documentation that occurs at various states of the occupational therapy process.</li> <li>7. Identify the fundamental elements of a client record.</li> <li>8. Identify the integration of professional development and research into practice.</li> </ol>		<p>Test 3</p> <p>Final Exam</p> <p>Employment Settings Assignment</p>
<p><b>Week 9</b></p> <p><b>October 17</b></p>	<p><b><i>Materials Covered:</i></b></p> <p>Chapter 14: Occupational Therapy Process: Evaluation, Intervention, and Outcomes</p>	B.4.0	<p>Test 3</p> <p>Final Exam</p>



	<p><b>Learning Outcomes:</b></p> <ol style="list-style-type: none"> <li>1. Describe the occupational therapy referral, screening and evaluation process.</li> <li>2. Identify the purpose of the occupational profile.</li> <li>3. Discuss the steps in conducting an interview.</li> <li>4. Describe the importance of observation skills in the evaluation process.</li> <li>5. Identify the steps in the intervention process.</li> <li>6. Describe the five general intervention approaches used in OT.</li> <li>7. Characterize the roles of the OT and the OTA as they engage in the OT process.</li> </ol>		AJOT Intervention Assignment
<p><b>Week 10</b></p> <p><b>October 24</b></p>	<p><b>Materials Covered:</b></p> <p>Chapter 15: Models of Practice and Frames of Reference</p> <p><b>Learning Outcomes:</b></p> <ol style="list-style-type: none"> <li>1. Define theory, model of practice and frame of reference.</li> <li>2. Discuss and recognize the importance of using a model of practice and frame of reference.</li> <li>3. Describe how research supports practice of OT.</li> <li>4. Identify the components of a frame of reference.</li> <li>5. Summarize selected occupational therapy models of practice.</li> <li>6. Identify the principles guiding selected frames of reference.</li> </ol>	B.2.1.	<p>Test 4</p> <p>Final Exam</p>
<p><b>Week 11</b></p> <p><b>October 31</b></p>	<p><b>Materials Covered:</b></p> <p>Chapter 16: Intervention Modalities</p> <p><b>Learning Outcomes:</b></p> <ol style="list-style-type: none"> <li>1. Identify the principal tools of OT practice.</li> <li>2. Describe the difference between preparatory, purposeful, simulated</li> </ol>	<p>B.4.3</p> <p>B.4.11.</p> <p>B.4.12.</p>	<p>Test 4</p> <p>Final Exam</p> <p>Assistive Technology Assignment</p>

	<p>(contrived), and occupation-based activity.</p> <ol style="list-style-type: none"> <li>3. Describe the use of consultation and education in OT practice.</li> <li>4. Explain the purpose of activity analysis and describe its application to occupation.</li> <li>5. Identify the role of the OT practitioner in the use of PAMs.</li> <li>6. Describe the role of the OT practitioner in orthotics and assistive technology.</li> </ol>		
<p><b>Week 12</b></p> <p><b>November 7</b></p>	<p><b>Materials Covered:</b></p> <p>Chapter 17: Therapeutic Relationships</p> <p><b>Learning Outcomes:</b></p> <ol style="list-style-type: none"> <li>1. Explain the uniqueness of the therapeutic relationship and how it differs from other types of relationships.</li> <li>2. Identify the stages of loss.</li> <li>3. Describe how “use of self” is used by practitioners.</li> <li>4. Recall the importance of self-awareness for effective therapeutic relationships.</li> <li>5. Identify the three “selves” recognized in self-awareness.</li> <li>6. Explain the skills needed for developing effective therapeutic relationships.</li> <li>7. Describe the necessary skills for leading groups.</li> <li>8. Define the six modes of Taylor’s Intentional Relationship Model.</li> </ol>	B.4.23	<p>ICE Intervention Video Assignment</p> <p>Test 4</p> <p>Final Exam</p>
<p><b>Week 13</b></p> <p><b>November 14</b></p>	<p><b>Materials Covered:</b></p> <p>Chapter 18: Therapeutic Reasoning</p> <p><b>Learning Outcomes:</b></p> <ol style="list-style-type: none"> <li>1. Explain the nature of therapeutic reasoning.</li> <li>2. Describe the three elements of therapeutic reasoning.</li> </ol>		<p>Therapeutic Reasoning ICE Video Case Study Assignment</p> <p>Test 4</p> <p>Final Exam</p>

	<ol style="list-style-type: none"> <li>3. Describe the thought processes and strategies of therapeutic reasoning that are used to OT practitioners.</li> <li>4. Compare the therapeutic reasoning skills of the novice with those of the expert.</li> <li>5. Identify ways the OT practitioner can develop therapeutic reasoning skills.</li> </ol>		
<b>Week 14</b>  <b>November 21</b>	<p><b>Materials Covered:</b></p> <p>Review Appendix A: Sample Intervention Activities</p> <p><b>Learning Outcomes:</b></p> <ol style="list-style-type: none"> <li>1. Select appropriate developmental intervention.</li> <li>2. Make use of therapeutic reasoning skills.</li> <li>3. Determine and create appropriate intervention.</li> <li>4. Formulate effective SOAP note documentation justifying occupational therapy intervention.</li> <li>5. Compose a simulated SOAP note to demonstrate and develop documentation skills.</li> </ol>	<p>B.4.2.</p> <p>B.4.29</p>	<p>Intervention and SOAP Note ICE Video Case Study Assignment</p>
<b>Week 15</b>  <b>November 28 - December 2</b>	<p>Level I Psychosocial Dysfunction Fieldwork</p>	<p>C.1.7. F</p>	<p>Level I Fieldwork Competency Evaluation</p>
<b>Week 16</b>  <b>December 5</b>	<p>Comprehensive Final Exam</p>		

***\*Students – please refer to the Instructor’s Course Information sheet for specific information on assessments and due dates.***

## **Part III: Grading and Assessment**

### **EVALUATION OF REQUIRED COURSE MEASURES/ARTIFACTS\*:**

Students’ performance will be assessed, and the points associated with the various measures/artifacts are listed below.

**EVALUATION\***

4 Tests	50%
10 Assignments	18%
Class Participation	2%
Final Exam	30%
	<hr/> 100%

***\*Students, for the specific number and type of evaluations, please refer to the Instructor's Course Information Sheet.***

**GRADING SYSTEM:**

A = 90% - 100%
B = 80% - 89%
C = 75% - 79%
D = 69% - 74%
F = below 68%

Grades earned in courses impact academic progression and financial aid status. Before withdrawing from a course, be sure to talk with your instructor and financial aid counselor about the implications of that course of action. Ds, Fs, Ws, WFs and Is also negatively impact academic progression and financial aid status.

The Add/Drop Period is the first 5 days of the semester for **full term** classes. Add/Drop periods are shorter for accelerated format courses. Please refer to the [academic calendar](#) for deadlines for add/drop. You must attend at least one meeting of all of your classes during that period. If you do not, you will be dropped from the course(s) and your Financial Aid will be reduced accordingly.

**Part IV: Attendance**

Horry-Georgetown Technical College maintains a general attendance policy requiring students to be present for a minimum of 80 percent (80%) of their classes in order to receive credit for any course. Due to the varied nature of courses taught at the college, some faculty may require up to 90 percent (90%) attendance. Pursuant to 34 Code of Federal Regulations 228.22 - Return to Title IV Funds, once a student has missed over 20% of the course or has missed two (2) consecutive weeks, the faculty is obligated to withdraw the student and a student may not be permitted to reenroll. **Instructors define absentee limits for their class at the beginning of each term; please refer to the Instructor Course Information Sheet.**

**Part V: Student Resources****THE STUDENT SUCCESS AND TUTORING CENTER (SSTC):**

The SSTC offers to all students the following **free** resources:

1. **Academic tutors** for most subject areas, **Writing Center support**, and **college success skills**.
2. Online **tutoring** and academic support resources.
3. Professional and interpersonal communication **coaching** in the EPIC Labs.

Visit the [Student Success & Tutoring Center](#) website for more information. To schedule tutoring, contact the SSTC at [ssc@hgtc.edu](mailto:ssc@hgtc.edu) or self-schedule in the Penji iOS/Android app or at [www.penjiapp.com](http://www.penjiapp.com). Email [ssc@hgtc.edu](mailto:ssc@hgtc.edu) or call SSTC Conway, 349-7872; SSTC Grand Strand, 477-2113; and SSTC Georgetown, 520-1455, or go to the [Online Resource Center](#) to access on-demand resources.



## STUDENT INFORMATION CENTER: TECH Central

TECH Central offers to all students the following free resources:

1. **Getting around HGTC:** General information and guidance for enrollment, financial aid, registration, and payment plan support!
2. Use the [Online Resource Center \(ORC\)](#) including Office 365 support, password resets, and username information.
3. **In-person workshops, online tutorials and more services** are available in Desire2Learn, Student Portal, Degree Works, and Office 365.
4. **Chat with our staff on TECH Talk**, our live chat service. TECH Talk can be accessed on the student portal and on TECH Central's website, or by texting questions to (843) 375-8552.

Visit the [Tech Central](#) website for more information. Live Chat and Center locations are posted on the website. Or please call (843) 349 – TECH (8324), Option #1.

## DISABILITY SERVICES:

HGTC is committed to providing an accessible environment for students with disabilities. Inquiries may be directed to HGTC's [Accessibility and Disability Service webpage](#). The Accessibility and Disability staff will review documentation of the student's disability and, in a confidential setting with the student, develop an educational accommodation plan.

Note: It is the student's responsibility to self-identify as needing accommodations and to provide acceptable documentation. After a student has self-identified and submitted documentation of a disability, accommodations may be determined, accepted, and provided.

## STATEMENT OF EQUAL OPPORTUNITY/NON-DISCRIMINATION STATEMENT:

Horry-Georgetown Technical College prohibits discrimination and harassment, including sexual harassment and abuse, on the basis of race, color, sex, national or ethnic origin, age, religion, disability, marital or family status, veteran status, political ideas, sexual orientation, gender identity, or pregnancy, childbirth, or related medical conditions, including, but not limited to, lactation in educational programs and/or activities.

## **TITLE IX REQUIREMENTS:**

All students (as well as other persons) at Horry-Georgetown Technical College are protected by Title IX—regardless of their sex, sexual orientation, gender identity, part- or full-time status, disability, race, or national origin—in all aspects of educational programs and activities. Any student, or other member of the college community, who believes that he/she is or has been a victim of sexual harassment or sexual violence may file a report with the college’s Chief Student Services Officer, campus law enforcement, or with the college’s Title IX Coordinator, or designee.

\*Faculty and Staff are required to report incidents to the Title IX Coordinators when involving students. The only HGTC employees exempt from mandatory reporting are licensed mental health professionals (only as part of their job description such as counseling services).

## **INQUIRIES REGARDING THE NON-DISCRIMINATION/TITLE IX POLICIES:**

**Student and prospective student** inquiries concerning Section 504, Title II, and Title IX and their application to the College or any student decision may be directed to the Vice President for Student Affairs.

**Dr. Melissa Batten, VP Student Affairs**

*Title IX Coordinator*

Building 1100, Room 107A, Conway Campus

PO Box 261966, Conway, SC 29528-6066

843-349-5228

[Melissa.Batten@hgtc.edu](mailto:Melissa.Batten@hgtc.edu)

**Employee and applicant** inquiries concerning Section 504, Title II, and Title IX and their application to the College may be directed to the Vice President for Human Resources.

**Jacquelyne Snyder, VP Human Resources**

*EEO and Title IX Coordinator*

Building 200, Room 212A, Conway Campus

PO Box 261966, Conway, SC 29528-6066

843-349-5212

[Jacquelyne.Snyder@hgtc.edu](mailto:Jacquelyne.Snyder@hgtc.edu)