



INSTRUCTIONAL PACKAGE

OTA 101 Fundamentals of Occupational Therapy

Effective Term
Fall 2025

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Part I: Course Information

Effective Term: Fall 2025

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:

Prerequisites: ENG 101 and BIO 210 and BIO 211 and PSY 201 and (MAT 110 or MAT 120), credit or minimal grade of "C"

RESTRICTIONS:

Must be enrolled in the following Fields of Study: Occupational Therapy Assistant

REQUIRED MATERIALS:

Introduction to Occupational Therapy, Sixth Edition, by Jane Clifford O'Brien

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 learning management system (LMS) used for course materials.

Access to myHGTC portal for student self-services.

College email access – this is the college's primary official form of communication.

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.

NETIQUETTE: is the term commonly used to refer to conventions adopted by Internet users on the web, mailing lists, public forums, and in live chat focused on online communications etiquette. For more information regarding Netiquette expectations for distance learning courses, please visit [Online Netiquette](#).

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. Discover the global perspective of occupational therapy and develop an awareness of culture and occupational therapy.
 B.1.2. Sociocultural, Socioeconomic, and Diversity Factors; and Lifestyles
 Assessments: Culture and OT Assignment, Lecture Exams, Final Exam
2. Identify the occupational therapy philosophical base, the history and foundation of occupational therapy, and the progression of the profession from past to present.
 B.2.2. OT History, Philosophical Base, Theory, and Sociopolitical Climate
 Assessments: Lecture Exams, Final Exam
3. Define the process of theory development and its importance to occupational therapy.
 B.2.2. Theory Development
 Assessments: Lecture/Final Exam
4. Interpret and utilize the Models of Practice, Frames of Reference, and intervention modalities to create effective occupational therapy interventions.
 B.2.2. OT History, Philosophical Base, Theory, and Sociopolitical Climate
 Assessments: Assistive Technology Assignment, Intervention and SOAP Note ICE Video Case Study Assignment, Lecture Exams, Final Exam
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.2.9. Personal & Professional Responsibilities
 Assessments: AOTA Specialized Skills Assignment, State Licensure Laws & OT Practice Assignment, Lecture Exams, Final Exam
6. Develop an understanding of therapeutic relationships and the skills of clinical reasoning for successful client interventions and outcomes.
 B.3.2. Professional Reasoning
 Assessments: ICE Intervention Video Assignment, Therapeutic Reasoning ICE Video Case Study Assignment, Lecture Exams, Final Exam
7. Compare and contrast how occupational therapy is performed with clients across the lifespan, in different treatment settings, and the varying models of health care.
 B.3.6. Provide Interventions & Procedures
 Assessments: Lecture Exams, Final Exam
8. 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.4.3. Documentation of Services

Assessments: Lecture Exams, Final Exam

Student Learning Outcomes:

Lecture & Lab

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

Week 1	<p>Materials Covered: Chapter 1: Introductory Questions Chapter 2: Looking Back: A History of Occupational Therapy</p> <p>*Assessment(s): Lecture/Final Exam</p> <p>Learning Outcomes:</p> <ol style="list-style-type: none">1. Identify the basic terminology used in occupational therapy.2. Describe the nature and scope of practice of occupational therapy.3. Describe levels of occupational therapy personnel.4. Identify types of activities used in occupational therapy intervention.5. Identify major social influences that gave rise to the field of occupational therapy.6. Name individuals who were involved in the advancement of occupational therapy.7. Describe the influence of historical concepts on the current practice of occupational therapy.8. Identify and describe key pieces of federal legislation that have influenced the practice of occupational therapy.
Week 2	No Class – Labor Day
Week 3	<p>Materials Covered: Chapter 3: Philosophical Principles and Values in Occupational Therapy Chapter 4: Current Issues and Emerging Practice Areas</p> <p>*Assessment(s): Emerging Practice Assignment, Lecture/Final Exam</p> <p>Learning Outcomes:</p> <ol style="list-style-type: none">1. Identify the importance of a profession's philosophical base and describe the philosophy of occupational therapy.2. Explain the meaning of occupation in the context of the profession and understand its role in occupational performance and well-being.3. Name the values of the profession.4. Describe the client-centered approach and its relevance to occupational therapy.5. Identify current issues facing the occupational therapy profession and describe emerging practice areas.6. Discuss the value of evidence-based practice. <p>Identify the distinct value of occupational therapy.</p>
Week 4	<p>Materials Covered: Chapter 5: A Global Perspective of Occupational Therapy Chapter 6: From Student to Practitioner: Educational Preparation and Certification</p>

	<p>*Assessment(s): Culture & OT Assignment, Lecture/Final Exam</p> <p>Learning Outcomes:</p> <ol style="list-style-type: none"> 1. Describe the importance of a global perspective on occupational therapy. 2. Identify the influence of culture in occupational performance. 3. Describe how to develop culture competence. 4. Define the importance of interprofessional education and practice. 5. Describe the accreditation process for occupational therapy educational programs. 6. Define the roles of occupational therapy personnel. 7. Describe the purpose of level I and level II fieldwork.
Week 5	<p>Materials Covered: Chapter 7: The Occupational Therapy Practitioner: Roles, Responsibilities and Relationships</p> <p>*Assessment(s): Professional Development Assignment, Lecture/Final Exam</p> <p>Learning Outcomes:</p> <ol style="list-style-type: none"> 1. Identify the different roles an occupational therapy practitioner may assume. 2. Describe the levels of performance for occupational therapy practitioners. 3. Discuss the minimum of responsibilities of the OT and OTA in service delivery as described in the Scope of Practice. 4. Understand the levels of supervision and parameters that affect these levels. 5. Describe service competency. 6. Describe the different types of teams in healthcare and recognize the importance of interprofessional teams. 7. Understand the importance of lifelong learning and professional development. 8. Describe tools that can be used to maintain and document continuing competency.
Week 6	<p>Materials Covered: Chapter 8: Practicing Legally and Ethically Chapter 9: Professional Organizations</p> <p>*Assessment(s): OT Practice Act Assignment, Lecture/Final Exam</p> <p>Learning Outcomes:</p> <ol style="list-style-type: none"> 1. Identify the purpose of a code of ethics and the six principles in the Occupational Therapy Code of Ethics. 2. Outline the steps of ethical decision making. 3. Explain the purpose and implementation of state law regulating occupational therapy. 4. Discuss the similarities and differences of morals, ethics and laws and their connection to the practice of OT. 5. Describe the mission and major activities of occupational therapy professional associations. 6. Describe the activities of the AOTA, WFOT, and state associations. 7. Describe how professional associations assure the delivery of quality OT services. 8. Identify ways professional organizations contribute to the professional development of their members.

Week 7	<p>Materials Covered: Chapter 11: Occupational Therapy Across the Lifespan</p> <p>*Assessment(s): Lecture/Final Exam</p> <p>Learning Outcomes:</p> <ol style="list-style-type: none"> 1. Identify the changes that occur in occupation across the life span. 2. Outline the developmental tasks throughout the life span. 3. Identify how client factors progress throughout the life span. 4. Describe the types of clients with whom OT practitioners work. 5. Outline the unique services provided by occupational therapy at each developmental stage.
Week 8	<p>Materials Covered: Chapter 12: Treatment Settings and Models of Healthcare Chapter 13: Service Management Functions</p> <p>*Assessment(s): Occupational Therapy Employment Settings Assignment, Lecture/Final Exam</p> <p>Learning Outcomes:</p> <ol style="list-style-type: none"> 1. Characterize settings in which OT practitioners are employed by types of administration, levels of care and areas of practice. 2. Identify the primary health problems addressed in different settings and describe how treatment setting influences the focus of OT intervention. 3. Explain the various service management functions. 4. Identify factors in a safe and efficient clinical environment. 5. Define three major categories of funding sources that reimburse for occupational therapy services. 6. Define the purpose of documentation and describe the documentation that occurs at various stages of the occupational therapy process. 7. Identify the fundamental elements of a client record. 8. Identify the integration of professional development and research into practice.
Week 9	<p>Materials Covered: Chapter 14: Occupational Therapy Process: Evaluation, Intervention, and Outcomes</p> <p>*Assessment(s): AJOT Intervention Assignment, Lecture/Final Exam</p> <p>Learning Outcomes:</p> <ol style="list-style-type: none"> 1. Describe the occupational therapy referral, screening and evaluation process. 2. Identify the purpose of the occupational profile. 3. Discuss the steps in conducting an interview. 4. Describe the importance of observation skills in the evaluation process. 5. Identify the steps in the intervention process. 6. Describe the five general intervention approaches used in OT. 7. Characterize the roles of the OT and the OTA as they engage in the OT process. OT process.
Week 10	<p>Materials Covered:</p>

	<p>Chapter 15: Models of Practice and Frames of Reference Chapter 16: Intervention Modalities</p> <p>*Assessment(s): Lecture/Final Exam, Assistive Technology Assignment</p> <p>Learning Outcomes:</p> <ol style="list-style-type: none"> 1. Define theory, model of practice and frame of reference. 2. Discuss and recognize the importance of using a model of practice and frame of reference. 3. Describe how research supports practice of OT. 4. Summarize selected occupational therapy models of practice. 5. Identify the principal tools of OT practice. 6. Describe the difference between preparatory, purposeful, simulated (contrived), and occupation-based activity. 7. Describe the use of consultation and education in OT practice. 8. Identify the role of the OT practitioner in the use of PAMs. 9. Describe the role of the OT practitioner in orthotics and assistive technology.
Week 11	<p>Materials Covered: Chapter 17: Therapeutic Relationships</p> <p>*Assessment(s): ICE Intervention Video Assignment, Lecture/Final Exam</p> <p>Learning Outcomes:</p> <ol style="list-style-type: none"> 1. Explain the uniqueness of the therapeutic relationship and how it differs from other types of relationships. 2. Identify the stages of loss. 3. Describe how “use of self” is used by practitioners. 4. Recall the importance of self-awareness for effective therapeutic relationships. 5. Identify the three “selves” recognized in self-awareness. 6. Explain the skills needed for developing effective therapeutic relationships. 7. Describe the necessary skills for leading groups. <p>Define the six modes of Taylor’s Intentional Relationship Model.</p>
Week 12	<p>Materials Covered: Chapter 18: Therapeutic Reasoning</p> <p>*Assessment(s): Therapeutic Reasoning ICE Video Case Study Assignment, Lecture/Final Exam</p> <p>Learning Outcomes:</p> <ol style="list-style-type: none"> 1. Explain the nature of therapeutic reasoning. 2. Describe the three elements of therapeutic reasoning. 3. Describe the thought processes and strategies of therapeutic reasoning that are used to OT practitioners. 4. Compare the therapeutic reasoning skills of the novice with those of the expert. 5. Identify ways the OT practitioner can develop therapeutic reasoning skills.
Week 13	<p>Materials Covered:</p>

	Review Appendix A: Sample Intervention Activities *Assessment(s): Intervention and SOAP Note ICE Video Case Study Assignment Learning Outcomes: <ol style="list-style-type: none"> 1. Select appropriate developmental intervention. 2. Make use of therapeutic reasoning skills. 3. Determine and create appropriate intervention. 4. Formulate effective SOAP note documentation justifying occupational therapy intervention. 5. Compose a simulated SOAP note to demonstrate and develop documentation skills.
Week 14	No Class – Thanksgiving Break
Week 15	Level I Psychosocial Dysfunction Fieldwork
Week 16	Comprehensive Final Exam

****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 weight associated with the various measures/artifacts are listed below.

EVALUATION*

4 Tests	40%
10 Assignments	38%
Class Participation	2%
Final Exam	20%
	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

Occupational Therapy Assistant Program Classroom Attendance Policy:

An absence is defined as missing greater than 10 minutes of classroom time or leaving class early with more than 10 minutes remaining.

For a 15-week course (Fall) the allowed number of misses is as follows:

For M classes: 2 absences are allowed for lecture regardless of the reason.

Tardy Policy:

Students are expected to be on time for class and to stay for the entire session. A tardy is defined as missing up to 10 minutes of classroom time. Three tardies will be counted as one class absence.

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.**

Makeup Assignments (Examinations, Skill Check Assessments, Homework)

- Examinations: Per the instructor's discretion, a missed examination may be made up with a deduction of 10% of the total score. Missed exams must be taken on the students next day in any OTA course. Students are responsible for scheduling with their course instructor.
- Practical Assessments: If not performed on the scheduled day per the course schedule, a maximum score of 75% points will be given on the first attempted performance.
- Late assignments: Per the instructor's discretion, the assignment will have a deduction of 10% of the achieved score and no more than two late assignments may be accepted.
**The instructor reserves the right for discretion on the above policy on a case by case basis.

Bonus

- Per the instructor's discretion, if bonus is awarded for any assignment, no more than 5% of the total grade will be applied.

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 sstc@hgtc.edu or self-schedule in the Penji iOS/Android app or at www.penjiapp.com. Email sstc@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.



HGTC LIBRARY:

Each campus location has a library where HGTC students, faculty, and staff may check out materials with their HGTC ID. All three HGTC campus libraries are equipped with computers to support academic research and related school work; printing is available as well. Visit the [Library](#) website for more information or call (843) 349-5268.

STUDENT TESTING:

Testing in an **online/hybrid** course and in **make-up exam** situations may be accomplished in a variety of ways:

- Test administered within D2L.
- Test administered in writing on paper.
- Test administered through Publisher Platforms (which may have a fee associated with the usage)

Furthermore, tests may have time limits and/or require a proctor.

Proctoring can be accomplished either face-to-face at an approved site or online through our online proctoring service. To find out more about proctoring services, please visit the [Online Testing](#) section of the HGTC's Testing Center webpage.

The **Instructor Information Sheet** will have more details on test requirements for your course.

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 Services staff will review documentation of the student's disability and, in a confidential setting with the student, engage in an interactive process to 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. Students will need to reach out to the Accessibility and Disability Services staff each semester to renew their accommodations.

COUNSELING SERVICES:

HGTC Counseling Services strives to optimize student success through managing personal and academic concerns that may interfere with achieving educational goals. Staff are available to every student for assistance and guidance on personal matters, academic concerns and other areas of concern. HGTC offers free in-person and telehealth counseling services to students. For more information about counseling services, please reach out to counseling@hgtc.edu or visit the website the [Counseling Services webpage](#).

INQUIRIES REGARDING THE NON-DISCRIMINATION/TITLE IX POLICIES:

Student and prospective student inquiries concerning Section 504, Title II, Title VII, 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, Section 504, and Title II Coordinator

Building 1100, Room 107A, Conway Campus

PO Box 261966, Conway, SC 29528-6066

843-349-5228

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

Affirmative Action/Equal Opportunity Officer and Title IX Coordinator

Building 200, Room 205B, Conway Campus

PO Box 261966, Conway, SC 29528-6066

843-349-5212

Jacquelyne.Snyder@hgtc.edu

Title IX Requirements:

Title IX of the Education Amendments of 1972 protects students, employees, applicants for admission and employment, and other persons from all forms of sex discrimination.

HGTC prohibits the offenses of domestic violence, dating violence, sexual assault, and stalking and will provide students, faculty, and staff with necessary information regarding prevention, policies, procedures, and resources.

Any student, or other member of the college community, who believes that they have been a victim of sexual harassment, domestic violence, dating violence, sexual assault, or stalking may file a report with the college's Title IX Coordinator or campus law enforcement*.

*Faculty and Staff are required to report these incidents to the Title IX Coordinator 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).

Student and prospective student inquiries concerning Title IX and its 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, Section 504, and Title II Coordinator

Building 1100, Room 107A, Conway Campus

PO Box 261966, Conway, SC 29528-6066

843-349-5228

Melissa.Batten@hgtc.edu

Employee and applicant inquiries concerning Title IX and its application to the College may be directed to the Vice President for Human Resources.

Jacquelyne Snyder, VP Human Resources

Affirmative Action/Equal Opportunity Officer and Title IX Coordinator

Building 200, Room 205B, Conway Campus

PO Box 261966, Conway, SC 29528-6066
843-349-5212
Jacquelyne.Snyder@hgtc.edu

PREGNANCY ACCOMMODATIONS

Under Title IX, colleges must not exclude a pregnant student from participating in any part of an educational program. Horry-Georgetown Technical College is committed to ensuring that pregnant students receive reasonable accommodations to ensure access to our educational programs.

Students should advise the Title IX Coordinator of a potential need for accommodations as soon as they know they are pregnant. It is extremely important that communication between student, instructors, and the Title IX Coordinator begin as soon as possible. Each situation is unique and will be addressed individually.

Title IX accommodations DO NOT apply to Financial Aid. Financial Aid regulations do not give the College any discretion in terms of Financial Aid eligibility.

Certain educational programs may have strict certification requirements or requirements mandated by outside regulatory agencies. Therefore, in some programs, the application of Title IX accommodations may be limited.

To request pregnancy accommodations, please complete the *Pregnancy Intake Form* that can be found [here](#).