



INSTRUCTIONAL PACKAGE

OTA 105

Therapeutic Analysis in OT

Fall
2022

INSTRUCTIONAL PACKAGE

Part I: Course Information

EFFECTIVE TERM: Fall 2022

COURSE PREFIX: OTA 105

COURSE TITLE: Therapeutic Analysis in OT

CONTACT HOURS: 2hrs lecture, 3hrs lab

CREDIT HOURS: 3 credit hours

COURSE RATIONALE:

This course provides a study of occupation and activities that have meaning and purpose in an individual's life. Activity analysis identifies the physical and temporal needs required for an activity, required client factors and performance skills, and the therapeutic benefit of the activity. A complete activity analysis can assist in determining whether the activity in question will achieve the intended goals of therapy within the available timeframe, requires grading or adaption and if the activity is appropriate for the specific client.

COURSE DESCRIPTION:

This course focuses on the observation and analysis of therapeutic exercise, activities, and human occupations across the lifespan. Coursework incorporates hands-on experience into the application of therapeutic interventions.

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)

REQUIRED MATERIALS:

Thomas, H. (2015). *Occupation based activity analysis* (2nd ed.). SLACK Inc.

Please visit the [BOOKSTORE](#) online site for most current textbook information. Use the direct link below to find textbooks. 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, cell phones and other communication/entertainment devices must be turned off 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*:

On completion of the course, the student will be able to:

1. 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. [*B.3.2. Interaction of Occupational Activity*]
Assessment: Classroom Assignment(s), Lab Assignment(s), Unit Exam(s) & Final Exam
2. 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. Distinct Nature of Occupation*]
Assessment: Classroom Assignment(s), Lab Assignment(s), Unit Exam(s) & Final Exam
3. Demonstrate activity analysis in areas of occupation, performance skills, performance patterns, context(s) and environments, and client factors to implement the intervention plan. [*B.3.6. Activity Analysis*]
Assessment: Classroom Assignment(s), Lab Assignment(s), Unit Exam(s) & Final Exam
4. Demonstrate clinical reasoning to address occupation-based interventions, client factors, performance patterns, and performance skills. [*B.4.2. Clinical Reasoning*]
Assessment: Classroom Assignment(s), Lab Assignment(s), Unit Exam(s) & Final Exam
5. Demonstrate therapeutic use of self, including one's personality, insights, perceptions and judgments, as part of the therapeutic process in both individual and group interaction. [*B.4.1. Therapeutic Use of Self*]
Assessment: Classroom Assignment(s), Lab Assignment(s), Unit Exam(s) & Final Exam
6. 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. Occupation Based Interventions*]
Assessment: Classroom Assignment(s), Lab Assignment(s), Unit Exam(s) & Final Exam
7. Contribute to the evaluation process of client(s)' occupational performance, including an occupational profile, administering standardized and nonstandardized screenings and assessment tools and collaborating the in development of occupation-based intervention plans and strategies. [*B.4.4. Standardized and Non-Standardized Screening and Assessment Tools*]
Assessment: Classroom Assignment(s), Lab Assignment(s), Unit Exam(s) & Final Exam
8. Demonstrate an understanding of the intervention strategies that remediate and/or compensate for functional cognitive deficits, visual deficits, and psychosocial and behavioral health deficits that affect occupational performance. [*B.4.9. Remediation and Compensation*]
Assessment: Classroom Assignment(s), Lab Assignment(s), Unit Exam(s) & Final Exam
9. Assess, grade, and modify the way persons, groups, and populations perform occupations and activities by adapting processes, modifying environments, and applying ergonomic principles to reflect the changing needs of the client, sociocultural context, and technological advances. [*B.4.18 Grade and Adapt Processes or Environments*].
Assessment: Classroom Assignment(s), Lab Assignment(s), Unit Exam(s) & Final Exam

10. Demonstrate knowledge of various reimbursement systems and funding mechanisms, treatment/diagnosis codes, and coding and documentation requirements that affect consumers and the practice of occupational therapy. Documentation must effectively communicate the need and rationale for occupational therapy services. [B.4.29. Reimbursement Systems and Documentation]
Assessment: Classroom Assignment(s), Lab Assignment(s), Unit Exam(s) & Final Exam
11. Explain an understanding of the business aspects of practice including but not limited to, financial management, billing, and coding. [B.5.3. Business Aspects of Practice]
Assessment: Classroom Assignment(s), Lab Assignment(s), Unit Exam(s) & Final Exam
12. Locate and demonstrate understanding of professional literature, including the quality of the source of information, to make evidence-based practice decisions in collaboration with the occupational therapist. [B.6.1. Scholarly Study]
Assessment: Classroom Assignment(s), Lab Assignment(s), Unit Exam(s) & Final Exam

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:

Unit I: Monday, August 22nd to Monday, September 19th, 2022

Student Learning Outcome	ACOTE Standard	Assessment of Standard
<p><i>Lecture – Occupational Therapy Practice Framework, 4th Ed.</i></p> <ol style="list-style-type: none"> 1. Explain why the OTPF was developed by the American Occupational Therapy Association. 2. Identify the domains & correlating occupations listed in the OTPF, 4th ed. 3. Explain how the OTPF, 4th Ed. is utilized as a basis for understanding activity analysis. 4. Briefly explain how the international Classification of Functioning, Disability, and Health and the World Health Organization (WHO) influence the OTPF. 	B.2.1	Unit I lecture exam
<p><i>Lab – Occupational Therapy Practice Framework, 4th ed.</i></p> <ol style="list-style-type: none"> 1. Identify occupations as defined by the OTPF. 2. Identify contexts as defined by the OTPF. 3. Identify performance patterns as defined by the OTPF 4. Identify performance skills as defined by the OTPF, 4th ed. 5. Identify client factors as defined by the OTPF 	B.2.1	ICE assignment
<p><i>Lecture – Chapter I: What is Activity Analysis?</i></p> <ol style="list-style-type: none"> 1. Define activity analysis. 2. Describe the difference between occupation-based activity analysis & activity analysis. 3. Differentiate occupations, activities, & tasks 		

<p>4. Describe how occupational therapy practitioners utilize activity analysis.</p> <p>5. Understand how the OTPF, 4th Ed. is utilized as a basis for understanding activity analysis.</p> <p><i>Lab – Introduction to Crafts and Creative Media</i></p> <ol style="list-style-type: none"> 1. Discuss the ways that creative activities are relevant to patient care. 2. Articulate the therapeutic value of crafts/activities/creative media 3. Describe how crafts are consistent with the holistic philosophy of OT. 4. Cite EBP research supporting the therapeutic efficacy of creative media. 5. Relate crafts and creative activities to concepts of occupation and client centered practice. 6. Differentiate grading and adaption relative the therapeutic application. 7. Describe methods and rationale for structuring the same activity in different ways to meet individual client needs. 8. Describe the relationship between grading and adaption and remediation/compensation 9. Describe functional performance indicators that can be observed/measured during completion of a craft. 10. Describe how to make skilled intervention evident in documentation of crafts/creative media use. 11. Describe the elements of clinical reasoning used in choosing crafts or other creative activities in treatment. 12. Describe strategies for making the crating/creative experience as successful as possible 13. Discuss the importance of making client-centered treatment choices <p><i>Lecture – Chapter 2: Determine What Is Being Analyzed</i></p> <ol style="list-style-type: none"> 1. Understand how an occupation-based activity analysis is different from a standard activity analysis. 2. Determine when to conduct an occupation-based activity analysis or a standard activity analysis. 3. Divide a large occupation into smaller manageable activities or tasks to allow for analysis. 4. Understand how each area of occupation relates to occupational therapy practice. 5. Identify the difference between activities of daily living (ADLs), instrumental activities of daily Living 	B.4.3	
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<p>(ADLs), rest and sleep, work, education, play leisure and social participation.</p> <p><i>Lab – Paper Craft Activities</i></p> <ol style="list-style-type: none"> 1. Identify the advantages of paper activities in therapy. 2. Identify general & client population precautions of paper activities. 3. Describe ways to use paper activities with various client populations. 4. Demonstrate up or down grading of a paper activity. 5. Effectively document the therapeutic use of a paper activity. 		
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Unit II: Wednesday, September 21st to Monday, October 17th, 2022

<u>Student Learning Outcome</u>	<u>ACOTE Standard</u>	<u>Assessment of Standard</u>
<p><i>Lab – Mosaic & Glass Activities</i></p> <ol style="list-style-type: none"> 1. Identify the advantages of mosaic and glass crafts in therapy. 2. Identify general & client population precautions of mosaic and glass crafts. 3. Describe ways to use mosaic and glass craft activities with various client populations. 4. Demonstrate up grading and down grading of a mosaic or glass craft. 5. Effectively document the therapeutic use of a mosaic or glass craft. <p><i>Lecture – Chapter 3: Determine the Relevance & Importance to the Client</i></p> <ol style="list-style-type: none"> 1. Identify which aspects of the client are key to conducting an occupation-based activity analysis. 2. Identify how the client’s values, beliefs, and spirituality influence participation in occupations and activities. 3. List the information gathered during an occupational profile. 4. Explain how the client’s physical, social, cultural, personal, temporal, and virtual contexts can influence his or her performance in occupations and activities. 5. Identify how performance patterns such as habits, routines, rituals, and roles all influence participation in occupations and activities. 	B.1.2	Lab assignment

<p><i>Lab – Beading Activities</i></p> <ol style="list-style-type: none"> 1. Identify the advantages of beading crafts in therapy. 2. Identify general & client population precautions of beading crafts. 3. Describe ways to use beading craft with various client populations. 4. Demonstrate up grading and down grading of a beading craft. 5. Effectively document the therapeutic use of a beading craft. <p><i>Lecture – Chapter 4: Determine Sequence and Timing</i></p> <ol style="list-style-type: none"> 1. Identify methods to determine the sequence and timing of the steps of an activity. 2. Determine the positive and negative aspects of each method for determining the steps of an activity. 3. List the elements to be included when using procedural task analysis to list the step of an activity. 4. Understand how occupations can exist within occupations. 5. Define how occupations can be nested within other occupations. <p><i>Lab – Leather & Woodworking</i></p> <ol style="list-style-type: none"> 1. Identify the advantages of mosaic and glass crafts in therapy. 2. Identify general & client population precautions of leather & woodworking crafts. 3. Describe ways to use leather & woodworking crafts with various client populations. 4. Demonstrate up grading and down grading of a leather or woodworking craft. 5. Effectively document the therapeutic use of a leather or woodworking craft. <p><i>Lecture – Chapter 5: Determine Object, Space, and Social Demands</i></p> <ol style="list-style-type: none"> 1. Explain how frames of reference and ecological models shape our understanding of the ways the environment can influence participation in occupations and activities. 2. Understand how to determine the required equipment, tools, and supplies for an activity or occupation. 3. Identify the properties of objects used during an 		
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<p>activity and the influence on performance.</p> <ol style="list-style-type: none"> 4. Define the space demands of activity and their effect on participation. 5. Understand how to determine the social demands of an activity and how they affect participation. <p><i>Lab – Cooking</i></p> <ol style="list-style-type: none"> 1. Identify the advantages of cooking activities in therapy. 2. Identify general & client population precautions of cooking activities. 3. Describe ways to use cooking activities with various client populations. 4. Demonstrate up grading and down grading of cooking activity. 5. Effectively document the therapeutic use of a cooking activity. 		
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Unit III: Wednesday, October 19th to Monday, October 21st, 2022

<u>Student Learning Outcome</u>	<u>ACOTE Standard</u>	<u>Assessment of Standard</u>
<p><i>Lab – Gardening & Nature Activities</i></p> <ol style="list-style-type: none"> 1. Identify the advantages of garden & nature activities in therapy. 2. Identify general & client population precautions of garden & nature activities. 3. Describe ways to use garden & nature activities with various client populations. 4. Demonstrate up grading and down grading of a garden or nature activity. 5. Effectively document the therapeutic use of a garden or nature craft activities. <p><i>Lecture – Chapter 6: Determine Required Body Functions</i></p> <ol style="list-style-type: none"> 1. Define body functions as they relate to client factors. 2. Describe how to determine the extent to which a body function is challenged during an activity. 3. Understand how each of the mental function categories are challenged and utilized during activities. 4. Define each of the sensory functions and how they are challenged and utilized during activities. 5. Understand each of the neuromusculoskeletal and movement-related functions and how they are utilized during performance of activities. 	B.1.1	Unit III lecture exam

6. Describe each of the cardiovascular, hematological, immunological, and respiratory system function and how they are challenged during participation in activity.
7. Identify each of the voice and speech functions and how they are challenged during participation in activities.
8. Define each of the digestive, metabolic, and endocrine functions as they relate to the demands of participation in an activity.
9. Understand each of the genitourinary and reproductive functions and how they are challenged during participation in activities.
10. Describe the skin and related structure functions as they relate to the demands of participation in an activity.

Lab – Recycled & Found Activities

1. Identify the advantages of recycled & found activities in therapy.
2. Identify general & client population precautions of recycled & found activities.
3. Describe ways to use recycled & found activities with various client populations.
4. Demonstrate up grading and down grading of a recycled or found activity.
5. Effectively document the therapeutic use of a recycled or found activity.

Lecture – Chapter 7: Determine Required Body Structures

1. Define body structures according to the Framework.
2. Identify the steps to determining the body structures required of an activity.
3. Understand why OT practitioners need to have a basic understanding of how body structures influence performance in activities.
4. Define the body structures included in the eyes and ears, voice and speech systems, and the cardiovascular, immune, respiratory, digestive, metabolic, endocrine, genitourinary, and reproductive systems, as well as movement and skin-related structures.
5. Identify the body function influence by each specific body structure.
6. Understand how body systems work collaboratively to meet the demands of activities.

<p><i>Lab – Expressive Media</i></p> <ol style="list-style-type: none"> 1. Identify the advantages of expressive media activities in therapy. 2. Identify general & client population precautions of expressive media activities. 3. Describe ways to use expressive media activities with various client populations. 4. Demonstrate up grading and down grading of an expressive media activity. 5. Effectively document the therapeutic use of an expressive media activity. <p><i>Lecture - Chapter 8: Determine Required Actions & Performance Skills</i></p> <ol style="list-style-type: none"> 1. Define performance skills and explain how they differ from body functions. 2. Understand what can influence performance skill using perspectives from frames of reference and ecological models. 3. Show how to determine the skill level required for an activity. 4. Identify the elements of motor skills and the body fluctuations influencing these skills. 5. Define the elements of process skills and the body functions influencing these skills. 6. Identify the different aspects of social interaction skills and the body functions that influence these skills. <p><i>Lab – Therapy Tools #1</i></p> <ol style="list-style-type: none"> 1. Discuss ways to fabricate simple therapeutic tools or assistive devices for a minimum cost. 2. Discuss when it is and when it is not appropriate to make therapeutic tools or assistive devices instead of buying them. 3. Brainstorm ideas for development of an assistive device to be presented to the class. <p><i>Lecture – Chapter 9: Activity Analysis for Evaluation, Intervention Planning, & Outcomes</i></p> <ol style="list-style-type: none"> 1. Identify the eight outcomes described in the OTPF, 4th ed. and how activity analysis is utilized as part of attaining those outcomes. 2. Describe the approaches to intervention described in the Framework and how activity analysis plays a role in each. 3. Understand the concept of scaffolding and how it is used in OT practice. 4. Identify how to adapt activities and occupations in 	B.4.9	Lab assignment
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each of the activity demand areas. 5. Understand how adapting and grading of activities are used to reach common outcomes in OT practice.		
Lab: Therapy Tools #2 - presentations	B.4.9	Therapy Tool rubric

****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*

Module Exams	60%
Activity Analysis Project	10%
Lab Assignments	8%
Class/Lab 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

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.**

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 and Spring) the allowed number of misses is as follows:

For MWF classes: 9 absences are allowed for lecture and 9 absences from lab, regardless of the reason.

For MW classes: 6 absences are allowed for lecture and 6 absences from lab, regardless of the reason

For TTh classes: 6 absences are allowed for lecture and 6 absences from lab, 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.

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.
- Skill Check Assessments: If not performed on the scheduled day per the course schedule, a maximum score of 7.5 points will be given on the first attempted performance.
- Late assignments: Per the instructor's discretion, the assignment will have a deduction of 50% 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 ssc@hgtc.edu or self-schedule in the Penji iOS/Android app or at www.penjiapp.com. Email 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 #2.

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

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