



# **INSTRUCTIONAL PACKAGE**

OTA 105

Therapeutic Analysis

Effective Term  
Fall 2026

# INSTRUCTIONAL PACKAGE

## Part I: Course Information

EFFECTIVE TERM: Fall 2026

COURSE PREFIX: OTA 105

CONTACT HOURS: 2hrs lecture, 3hrs lab

COURSE TITLE: Therapeutic Analysis in OT

CREDIT HOURS: 3 credit hours

### RATIONALE FOR THE COURSE:

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:

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 the following Fields of Study: Occupational Therapy Assistant

### REQUIRED MATERIALS:

Occupational and Activity Analysis, 3<sup>rd</sup> ed., Heather Thomas, ISBN 9781630918903

Crafts & Creative Media in Therapy, 5<sup>th</sup> ed., Carol Tubbs, ISBN 9781630911096

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.

### STUDENT IDENTIFICATION VERIFICATION:

Students enrolled in online courses will be required to participate in a minimum of one (1) proctored assignment and/or one (1) virtual event to support student identification verification. Please refer to your Instructor Information Sheet for information regarding this requirement.

## **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\*:**

1. Demonstrate knowledge of the structure and function of the human body that must include the biological and physical sciences, neurosciences, kinesiology, and biomechanics.  
B.1.1. Human Body, Development, & Behavior  
Assessment: Lecture Exams, Lecture Handouts, Lab Handouts, Lab Assignments
2. Apply and analyze the role of sociocultural, socioeconomic, and diversity, equity, and inclusion factors, as well as lifestyles in contemporary society to meet the needs of persons, groups, and populations. Course content must include, but is not limited to, introductory psychology, abnormal psychology, and introductory sociology or introductory anthropology.  
B.1.2 Sociocultural, Socioeconomic, & Diversity Factors; and Lifestyles  
Assessment: Lecture Exams, Lecture Handouts, Lab Handouts, Lab Assignments
3. 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.2.2. OT History, Philosophical Base, Theory, and Sociopolitical Climate  
Assessment: Lecture Exams, Lecture Handouts, Lab Handouts, Lab Assignments
4. Demonstrate knowledge of and apply the interaction of occupation and activity, including areas of occupation, performance skills, performance patterns, context, and client factors.  
B.2.3. Interaction of Occupation & Activity  
Assessment: Lecture Exams, Lecture Handouts, Lab Handouts, Lab Assignments
5. Explain to the community of interest (e.g., consumers, potential employers, colleagues, third-party payers, regulatory boards, policymakers, and the public) the distinct nature of occupation and the evidence that occupation supports performance, participation, health, wellness, and well-being.  
B.2.4. Communicate the Distinct Nature of Occupation  
Assessment: Lecture Exams, Lecture Handouts, Lab Handouts, Lab Assignments
6. Apply and analyze scientific evidence to explain the importance of: The role of occupation in the promotion of health and wellness.  
B.2.5. Role in Promotion of Health and Prevention  
Assessment: Lecture Exams, Lecture Handouts, Lab Handouts, Lab Assignments
7. Understand how occupational performance is affected by the effects of disease processes including heritable diseases, genetic conditions, mental illness, disability, trauma, and injury.  
B.2.6. Effects of Disease Processes  
Assessment: Lecture Exams, Lecture Handouts, Lab Handouts, Lab Assignments
8. Demonstrate activity analysis in areas of occupation, performance skills, performance patterns, context, and client factors to implement the intervention plan.  
B.2.7. Activity Analysis  
Assessment: Lecture Exams, Lecture Handouts, Lab Handouts, Lab Assignments
9. Demonstrate sound judgment regarding safety of self and others and adhere to safety regulations throughout the occupational therapy process as appropriate to the setting and scope of practice.

This must include the ability to assess and monitor vital signs (e.g., blood pressure, heart rate, respiratory status, and temperature) to ensure that the client is stable for intervention.

B.2.8. Safety of Self & Others

Assessment: Lecture Exams, Lecture Handouts, Lab Handouts, Lab Assignments

10. 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.3.1. Therapeutic Use of Self

Assessment: Lecture Exams, Lecture Handouts, Lab Handouts, Lab Assignments

11. Demonstrate professional reasoning to inform occupation-based interventions that focus on client factors, performance patterns, and performance skills.

B.3.2. Professional Reasoning

Assessment: Lecture Exams, Lecture Handouts, Lab Handouts, Lab Assignments

12. Contribute to the evaluation process of client(s)' occupational performance by completing an occupational profile and administering standardized and nonstandardized screenings and assessment tools as delegated by the occupational therapist. Explain the importance of using psychometrically sound assessment tools when considering client needs, and cultural and contextual factors.

B.3.3. Standardized & Nonstandardized Screening & Assessment Tools

Assessment: Lecture Exams, Lecture Handouts, Lab Handouts, Lab Assignments

13. Provide direct interventions and procedures to persons, groups, or populations to enhance safety, health and wellness, chronic condition management, and performance in occupations. Includes the ability to collaborate with the occupational therapist related to interventions and selecting and delivering occupations and activities: Occupations as a therapeutic intervention, Interventions to support occupations including therapeutic exercise, Interventions to support well-being (e.g., complementary health and integrative health), Interventions to support self-advocacy related to the person, groups, or populations, Virtual interventions

B.3.6. Provide Interventions & Procedures

Assessment: Lecture Exams, Lecture Handouts, Lab Handouts, Lab Assignments

14. Assess, grade, and modify the way persons, groups, and populations perform occupations and activities by adapting processes, modifying environments, implementing assistive technology or adaptive equipment, and applying ergonomic principles to reflect the changing needs of the client, sociocultural context, and technological advances.

B.3.8. Grade & Adapt Processes or Environments

Assessment: Lecture Exams, Lecture Handouts, Lab Handouts, Lab Assignments

15. Design and implement occupation-based interventions using the strategies of establish, restore, and modify approaches to address deficits in performance skills.

B.3.9. Establish, Restore, and Modify

Assessment: Lecture Exams, Lecture Handouts, Lab Handouts, Lab Assignments

16. Demonstrate effective communication with clients, care partners, communities, and members of the intraprofessional and interprofessional teams in a responsive and responsible manner that supports a team approach to promote client outcomes.

B.3.21. Effective Communication

Assessment: Lecture Exams, Lecture Handouts, Lab Handouts, Lab Assignments

17. Demonstrate knowledge of various reimbursement systems and funding mechanisms (e.g., federal, state, local, third party, private payer), appeals mechanisms, treatment/diagnosis codes (e.g., CPT®, ICD, DSM® codes), and durable medical equipment coding (e.g., HCPCS) and

documentation requirements (e.g., equipment justifications) that affect consumers and the practice of occupational therapy. Documentation must effectively communicate the need and rationale for occupational therapy services.

#### B.4.3. Documentation of Services

Assessment: Lecture Exams, Lecture Handouts, Lab Handouts, Lab Assignments

## Part III: Grading and Assessment

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

Student performance will be assessed, and the weight associated with the various measures/artifacts are listed below.

#### EVALUATION\*

Lecture Exams	50%
Lab Assignments	10%
Activity Analysis Project	15%
Therapeutic Tool Assignment	<u>15%</u>
	100%

#### 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.**

**For online and hybrid courses**, check your Instructor's Course Information Sheet for any required on-site meeting times. Please note, instructors may require tests to be taken at approved testing sites, and if you use a testing center other than those provided by HGTC, the center may charge a fee for its services.

## **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](mailto:sstc@hgtc.edu) or self-schedule in the Penji iOS/Android app or at [www.penjiapp.com](http://www.penjiapp.com). Email [sstc@hgtc.edu](mailto: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](mailto:counseling@hgtc.edu) or visit the website the [Counseling Services webpage](#).

### **STATEMENT OF EQUAL OPPORTUNITY/NON-DISCRIMINATION STATEMENT: 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](mailto: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](mailto: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](#).