



Horry-Georgetown
Technical College

COURSE INSTRUCTIONAL PACKAGE

OTA 105

Therapeutic Analysis in Occupational
Therapy

Effective Term
Fall 2026

Part I: Course Information

Effective Term: Fall 2026

COURSE PREFIX: OTA 105

COURSE TITLE: Therapeutic Analysis

CONTACT HOURS: Lecture 2, Lab 3

CREDIT HOURS: 3

RATIONALE FOR THE COURSE:

This course introduces the study of human motion and function within the context of occupational performance by connecting function to the underlying components that make movement possible. Students will measure range of motion, test muscle strength and analyze purposeful movement through incorporation of occupational therapy applications.

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), and HUM Elective, credit or minimal grade of "C"

REQUIRED MATERIALS:

Activities & Creative Media in Therapy, 5th 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.

ATTENDANCE VERIFICATION:

The Add/Drop Period is the first 7 days of the semester for **full term** classes. Add/Drop periods are shorter for accelerated format classes. Please refer to the [academic calendar](#) for deadlines for add/drop. You must attend at least one meeting of all 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

STUDENT COURSE EVALUATIONS:

Each semester, students are provided with an opportunity to participate in course evaluation surveys. These evaluations offer crucial feedback to instructors and the College, leading to enhancement of educational quality. By completing these surveys, you play a key role in the ongoing improvement of teaching methods and course content, ensuring future students enjoy a better learning experience. Students are encouraged to complete these surveys as your active participation in this process reflects your dedication to your education and drives positive change.

CLASSROOM ETIQUETTE AND STUDENT RIGHTS AND RESPONSIBILITIES:

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 an emergency, please notify your professor prior to class and switch cell phone ringers to vibrate.

To ensure a positive College experience, guidelines exist in numerous areas of campus life. The Student Code for The South Carolina Technical College System "The Student Code" (3-2-106.1) applies to all HGTC students. The Student Code sets forth rights and responsibilities of the individual student, identifies behaviors that are not consistent with the values of college communities, and describes the procedures that will be followed to adjudicate cases of alleged misconduct. Students are expected to conduct themselves in a civil manner, that is respectful of the rights of others, and that is compatible with the college's educational mission. Students are expected to comply with all of the college's duly established rules and regulations regarding student behavior while on campus; while participating in off-campus college sponsored activities; and while participating in off-campus clinical, field, internship, or in-service experiences. Students are expected to comply with all course requirements as specified by instructors in course syllabi and to meet the standards of acceptable classroom behavior set by instructors. For more information, login to your myHGTC account under "Student Rights and Responsibilities" card then select "Student Code of Conduct" or the "Student Catalog and Handbook."

Part II: Student Learning Outcomes

COURSE LEARNING OUTCOMES and ASSESSMENTS*:

Course Learning Outcomes	ACOTE Standard
1 Explain and apply foundational occupational therapy concepts, theories, models, and frameworks—including the historical development of activity analysis, the OTPF-4, ICF, and ecological models—to understanding occupation and occupational performance.	B.2.1 B.2.2
2 Differentiate and apply concepts of occupation, activity, task, areas of occupation, and the distinct value and meaning of occupation in supporting health, participation, and occupational performance.	B.2.3 B.2.4
3 Apply client-centered evaluation concepts, including the occupational profile and assessment principles, to identify client priorities, values and beliefs, performance patterns, contexts, and other factors influencing occupational performance.	B.3.3 B.2.3
4 Conduct standard and occupation-based activity analyses by systematically examining occupational purpose, objects and properties, environmental and social demands, sequence and timing, body structures, body functions, and motor, process, and social interaction performance skills.	B.2.7 B.2.3
5 Apply professional reasoning to integrate client factors, performance skills, performance patterns, contexts and environments, and activity demands to determine how they support, challenge, or inhibit occupational performance and participation.	B.3.2 B.2.3
6 Select, justify, grade, adapt, and design occupation-centered therapeutic activities and intervention strategies based on activity-analysis findings, client abilities, needs, goals, and occupational priorities to promote participation and occupational performance.	B.3.8 B.3.9

Unit 1			
Week 1 Lecture: Tuesday, Aug 25 th 2026	Introduction to Crafts in Occupation	CLO	ACOTE Standard
	1. Analyze the historical development of therapeutic crafts, work analysis, and kinetic analysis and explain their influence on contemporary occupational therapy activity analysis and intervention.	CLO 1	B.2.2 B.2.7
	2. Explain how meaningful creative and activity-based occupations may support motivation, participation, health, wellness, social roles, and occupational engagement across populations and contexts.	CLO 2	B.2.4 B.2.5
	3. Analyze an activity by identifying relevant client factors, performance skills, environmental characteristics, body mechanics, starting position, movement patterns, muscle demands, and tool characteristics.	CLO 4	B.2.7 B.2.3
	4. Apply professional reasoning to relate the physical, cognitive, psychosocial, contextual, and activity demands of a therapeutic activity to a client's abilities, needs, goals, and occupational performance.	CLO 5	B.3.2 B.2.3
	5. Differentiate and justify the use of grading/remediation versus adaptation/compensation based on the client's current abilities, limitations, anticipated change, and occupational goals.	CLO 6 CLO 5	B.3.8 B.3.2

	6. Apply scaffolding, forward chaining, and backward chaining strategies to structure multistep activities and progressively support client independence and participation.	CLO 6	B.3.6 B.3.8
	7. Select and justify appropriate grading or adaptation strategies for client scenarios involving pain, decreased physical function, psychosocial needs, or limitations in occupational performance.	CLO 6 CLO 5	B.3.8 B.3.2
	8. Design an occupation-centered therapeutic activity that systematically manipulates task demands, tools or materials, environmental conditions, and performance requirements to address identified client goals and promote occupational participation.	CLO 6	B.3.9 B.3.8
Lab: Thursday, August 27 th 2026	Paper		
	1. Construct an individual paper activity using appropriate materials, tools, techniques, and task sequencing.	CLO 4	B.2.7 B.3.6
	2. Apply appropriate safety precautions and procedures when selecting and using paper-activity materials, tools, and equipment.	CLO 4	B.2.7 B.3.6
	3. Analyze the therapeutic potential of paper activity activities and select appropriate applications based on client factors, performance skills, and occupational participation needs.	CLO 5 CLO 6	B.2.3 B.3.2
	4. Modify a paper-activity activity by grading task demands up or down to address a client's abilities, limitations, and therapeutic goals.	CLO 6 CLO 5	B.3.8 B.2.7
Week 2 Lecture: Tuesday, Sept 1 st 2026	The OTPF & Occupational Profile		
	1. Differentiate occupation, activity, task, performance skill, and client factor using appropriate OTPF-4 terminology and examples.	CLO 1	B.1.1 B.2.3
	2. Analyze how person, context, purpose, meaning, and participation influence whether engagement is considered an occupation.	CLO 1 CLO 2	B.1.1 B.2.8
	3. Classify and justify examples as occupation, activity, task, performance skill, client factor, or context-dependent based on client-specific information.	CLO 1 CLO 2	B.3.3 B.1.1
	4. Analyze the relationship between a performance component, activity, or task and the meaningful occupation or participation it supports.	CLO 4 CLO 1	B.3.3 B.1.1
	5. Explain the distinct value of occupation and its relationship to occupational performance, participation, health, wellness, and well-being.	CLO 3	B.2.3 B.1.1
	6. Apply occupation-centered reasoning to a client scenario to identify meaningful occupations, occupational-profile priorities, and non-occupation factors influencing performance.	CLO 3	B.2.8 B.3.3
Lab: Thursday, Sept 3 rd 2026	Mosaic & Glass		
	1. Construct an individual mosaic/glass activity using appropriate materials, tools, techniques, and task sequencing.	CLO 4	B.2.7 B.3.6
	2. Apply appropriate safety precautions and procedures when selecting and using mosaic/glass materials, tools, and equipment.	CLO 4	B.2.7 B.3.6
	3. Analyze the therapeutic potential of mosaic/glass activity and select appropriate applications based on client factors, performance skills, and occupational participation needs.	CLO 5 CLO 6	B.2.3 B.3.2
	4. Modify a mosaic/glass activity by grading task demands up or down to address a client's abilities, limitations, and therapeutic goals.	CLO 6 CLO 5	B.3.8 B.2.7
Week 3 Lecture: Tuesday, Sept 8 th	Activity Analysis vs. Occupation Based Activity Analysis		
	1. Differentiate occupation, activity, task, performance skill, and client factor using appropriate OTPF-4 terminology and examples.	CLO 4 CLO 5	B.1.1 B.2.3

2026	2. Analyze how person, context, purpose, meaning, and participation influence whether engagement is considered an occupation.	CLO 4	B.1.1 B.2.8
	3. Classify and justify examples as occupation, activity, task, performance skill, client factor, or context-dependent based on client-specific information.	CLO 4	B.3.3 B.1.1
	4. Analyze the relationship between a performance component, activity, or task and the meaningful occupation or participation it supports.	CLO 5	B.3.3 B.1.1
	5. Explain the distinct value of occupation and its relationship to occupational performance, participation, health, wellness, and well-being.	CLO 4 CLO 5	B.2.3 B.1.1
	6. Apply occupation-centered reasoning to a client scenario to identify meaningful occupations, occupational-profile priorities, and non-occupation factors influencing performance.	CLO5 CLO4	B.2.8 B.3.3
Lab: Thursday, Sept 3 rd 2026	Intro to Activity Analysis Project		
	1. Analyze a specific occupation according to the OTPF-4, including its meaning to the client, relevant values and beliefs, contexts, and performance patterns.	CLO 4 CLO 5	B.2.3 B.2.7
	2. Analyze the demands of a selected occupation by identifying the objects and materials required and sequencing the actions necessary for successful task completion.	CLO 4	B.2.7 B.2.3
	3. Analyze the client-specific physical demands of an occupation by determining the joint movements, body functions, and body structures required for performance.	CLO 4	B.2.7 B.2.3
	4. Evaluate how cultural, personal, temporal, virtual, physical, and social contexts support or inhibit the client’s occupational performance.	CLO 5 CLO 4	B.2.3 B.3.2
	5. Analyze the motor, process, and social interaction skills required for occupational performance and justify ratings using specific examples from the selected occupation.	CLO 4 CLO 5	B.2.7 B.3.2
	6. Integrate findings from the activity analysis to explain how client factors, performance skills, performance patterns, contexts, and activity demands interact to influence the client’s occupational performance.	CLO 5 CLO 4	B.2.3 B.3.2
Week 4			
Lecture: Tuesday, Sept 15 th 2026	Lecture Exam 1: Introduction to Crafts in Occupation The OTPF & Occupational Profile Activity Analysis vs. Occupation Based Activity Analysis		
Lab: Thursday, Sept 17 th 2026	Diamond Painting		
	1. Construct an individual diamond painting activity using appropriate materials, tools, techniques, and task sequencing.	CLO 4	B.2.7 B.3.6
	2. Apply appropriate safety precautions and procedures when selecting and using diamond painting materials, tools, and equipment.	CLO 4	B.2.7 B.3.6
	3. Analyze the therapeutic potential of diamond painting activity and select appropriate applications based on client factors, performance skills, and occupational participation needs.	CLO 5 CLO 6	B.2.3 B.3.2
	4. Modify a diamond painting activity by grading task demands up or down to address a client’s abilities, limitations, and therapeutic goals.	CLO 6 CLO 5	B.3.8 B.2.7

Lecture: Tuesday, Sept 22 nd 2026	1. Differentiate occupation, activity, task, performance skill, and client factor using appropriate OTPF-4 terminology and examples.	CLO 2	B.2.3 B.2.7
	2. Analyze how person, context, purpose, meaning, and participation influence whether engagement is considered an occupation.	CLO 2 CLO 5	B.2.3 B.3.2
	3. Classify and justify examples as occupation, activity, task, performance skill, client factor, or context-dependent based on client-specific information.	CLO 2 CLO 5	B.2.3 B.3.2
	4. Analyze the relationship between a performance component, activity, or task and the meaningful occupation or participation it supports.	CLO 2 CLO 4	B.2.7 B.2.3
	5. Explain the distinct value of occupation and its relationship to occupational performance, participation, health, wellness, and well-being.	CLO 2	B.2.4 B.2.5
	6. Apply occupation-centered reasoning to a client scenario to identify meaningful occupations, occupational profile priorities, and non-occupation factors influencing performance.	CLO 5 CLO 3	B.2.3 B.3.2
Lab: Thursday, Sept 24 th 2026	Wood Activity		
	1. Construct an individual woodworking activity using appropriate materials, tools, techniques, and task sequencing.	CLO 4	B.2.7 B.3.6
	2. Apply appropriate safety precautions and procedures when selecting and using woodworking materials, tools, and equipment.	CLO 4	B.2.7 B.3.6
	3. Analyze the therapeutic potential of woodworking activities and select appropriate applications based on client factors, performance skills, and occupational participation needs.	CLO 5 CLO 6	B.2.3 B.3.2
Week 6 Lecture: Tuesday, Sept 29 th 2026	4. Modify a woodworking activity by grading task demands up or down to address a client's abilities, limitations, and therapeutic goals.	CLO 6 CLO 5	B.3.8 B.2.7
	What is Being Analyzed?		
	1. Differentiate standard activity analysis from occupation-based activity analysis and determine when each type of analysis is appropriate.	CLO 4 CLO 5	B.2.7 B.3.2
	2. Analyze the scope and complexity of an occupation and divide it into manageable activities or tasks appropriate for detailed activity analysis.	CLO 4	B.2.7 B.2.3
	3. Classify occupations and activities within the nine OTPF-4 areas of occupation and differentiate their major categories and subcategories.	CLO 2 CLO 4	B.2.3 B.2.7
	4. Differentiate closely related or potentially overlapping occupations and occupational categories by considering the purpose, characteristics, and context of the activity.	CLO 2 CLO 5	B.2.3 B.3.2
Lab: Thursday, Oct 1 st 2026	5. Apply OTPF-4 concepts to explain how engagement in the different areas of occupation relates to occupational therapy practice, health, independence, participation, and well-being.	CLO 2	B.2.3 B.2.5
	Needleworking		
	1. Construct an individual needleworking activity using appropriate materials, tools, techniques, and task sequencing.	CLO 4	B.2.7 B.3.6
	2. Apply appropriate safety precautions and procedures when selecting and using needleworking materials, tools, and equipment.	CLO 4	B.2.7 B.3.6
	3. Analyze the therapeutic potential of needleworking activities and select appropriate applications based on client factors, performance skills, and occupational participation needs.	CLO 5 CLO 6	B.2.3 B.3.2
	4. Modify a needleworking activity by grading task demands up or down to address a client's abilities, limitations, and therapeutic goals.	CLO 6 CLO 5	B.3.8 B.2.7

Week 7 Lecture: Tuesday, Oct 6 th 2026	Relevance & Importance to the Client		
	1. Analyze how a client's values, beliefs, spirituality, goals, needs, and perceived meaning of an occupation influence participation and occupational performance.	CLO 1	B.2.3 B.3.2
	2. Explain the purpose of the occupational profile and identify the client information needed to understand occupational history, interests, values, needs, patterns of daily living, priorities, and desired outcomes.	CLO 4	B.3.3 B.3.2
	3. Analyze how cultural, personal, temporal, virtual, physical, and social contexts and environments may support or inhibit a client's participation in occupations and activities.	CLO 4	B.2.3 B.3.2
	4. Differentiate habits, routines, rituals, and roles and analyze how each performance pattern may support or interfere with participation in occupations.	CLO 4 CLO 5	B.2.3 B.3.2
Lab: Thursday, Oct 8 th 2026	5. Integrate information about the client's values, beliefs, spirituality, occupational profile, contexts and environments, and performance patterns when conducting an occupation-based activity analysis.	CLO 4 CLO 5	B.2.7 B.3.2
	Cooking		
	1. Construct an individual cooking activity using appropriate materials, tools, techniques, and task sequencing.	CLO 4	B.2.7 B.3.6
	2. Apply appropriate safety precautions and procedures when selecting and using cooking materials, tools, and equipment.	CLO 4	B.2.7 B.3.6
	3. Analyze the therapeutic potential of cooking activities and select appropriate applications based on client factors, performance skills, and occupational participation needs.	CLO 5 CLO 6	B.2.3 B.3.2
Week 8 Lecture: Tuesday, Oct 13 th 2026	4. Modify a cooking activity by grading task demands up or down to address a client's abilities, limitations, and therapeutic goals.	CLO 6 CLO 5	B.3.8 B.2.7
	Object, Space & Social Demands		
	1. Compare the PEO, EHP, and PEO models and explain how person-environment-occupation interactions influence occupational performance and participation.	B.2.1 B.2.3	B.2.1 B.2.3
	2. Analyze an occupation or activity to identify the equipment, tools, supplies, and relevant object properties required for successful performance.	B.2.7 B.2.3	B.2.7 B.2.3
	3. Analyze the space demands of an occupation, including space size, object arrangement, surface characteristics, lighting, temperature, humidity, noise, and ventilation, and determine how these demands may influence occupational performance.	B.2.7 B.2.3	B.2.7 B.2.3
Lab: Thursday, Oct 15 th 2026	4. Evaluate environmental and sensory demands of an occupation to determine how specific conditions may support, challenge, or inhibit a client's performance.	B.2.7 B.3.2	B.2.7 B.3.2
	5. Analyze the social and cultural demands of an occupation, including behavioral expectations, communication requirements, values, beliefs, and social rules, and explain how these factors influence participation.	B.2.7 B.3.2	B.2.7 B.3.2
	Gardening & Nature		
	1. Construct an individual gardening/nature activity using appropriate materials, tools, techniques, and task sequencing.	CLO 4	B.2.7 B.3.6
	2. Apply appropriate safety precautions and procedures when selecting and using gardening/nature materials, tools, and equipment.	CLO 4	B.2.7 B.3.6

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| 3. Analyze the therapeutic potential of gardening/nature activities and select appropriate applications based on client factors, performance skills, and occupational participation needs. | CLO 5
CLO 6 | B.2.3
B.3.2 |
| 4. Modify a gardening/nature activity by grading task demands up or down to address a client's abilities, limitations, and therapeutic goals. | CLO 6
CLO 5 | B.3.8
B.2.7 |

Week 9

Lecture:
Tuesday,
Oct 13th
2026

Lecture Exam 2
Is It An Occupation?
What is Being Analyzed?
Object, Space & Social Demands

Unit 3

Lab:
Thursday,
Oct 22nd
2026

Expressive Media

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| 1. Construct an individual expressive media activity using appropriate materials, tools, techniques, and task sequencing. | CLO 4 | B.2.7
B.3.6 |
| 2. Apply appropriate safety precautions and procedures when selecting and using expressive media materials, tools, and equipment. | CLO 4 | B.2.7
B.3.6 |
| 3. Analyze the therapeutic potential of expressive media activities and select appropriate applications based on client factors, performance skills, and occupational participation needs. | CLO 5
CLO 6 | B.2.3
B.3.2 |
| 4. Modify an expressive media activity by grading task demands up or down to address a client's abilities, limitations, and therapeutic goals. | CLO 6
CLO 5 | B.3.8
B.2.7 |

Unit 3

Week 10

Lecture:
Tuesday,
Oct 27th
2026

Sequence & Timing

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| 1. Analyze an occupation or activity to identify its essential steps, logical sequence, and timing requirements necessary for successful completion. | B.2.7
B.2.3 | B.2.7
B.2.3 |
| 2. Compare methods for determining the steps, sequence, and timing of an activity and select an appropriate method based on accuracy, efficiency, safety, context, client input, and available resources. | B.2.7
B.3.2 | B.2.7
B.3.2 |
| 3. Construct a procedural task analysis that accurately describes the sequence and timing of an activity using observable action verbs, descriptions of how actions occur, objects involved, and applicable time, amount, conditional, and safety information. | B.2.7
B.3.2 | B.2.7
B.3.2 |
| 4. Differentiate co-occupations, parallel occupations, shared occupations, and nested occupations and analyze how the involvement or simultaneous actions of others influence activity analysis, sequencing, and timing. | B.2.3
B.2.7 | B.2.3
B.2.7 |

Lab:
Thursday,
Oct 29th
2026

Beading & Macrame

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|---|----------------|----------------|
| 1. Construct an individual beading/macrame activity using appropriate materials, tools, techniques, and task sequencing. | CLO 4 | B.2.7
B.3.6 |
| 2. Apply appropriate safety precautions and procedures when selecting and using beading/macrame materials, tools, and equipment. | CLO 4 | B.2.7
B.3.6 |
| 3. Analyze the therapeutic potential of beading/macrame activities and select appropriate applications based on client factors, performance skills, and occupational participation needs. | CLO 5
CLO 6 | B.2.3
B.3.2 |
| 4. Modify a beading/macrame activity by grading task demands up or down to address a client's abilities, limitations, and therapeutic goals. | CLO 6
CLO 5 | B.3.8
B.2.7 |

Week 11

Required Body Functions

Lecture: Tuesday Nov 3 rd 2026	Explain the relationship between body structures, body functions, and occupational performance and describe why knowledge of body structures is necessary when conducting activity analysis.	B.2.3 B.2.7	B.2.3 B.2.7
	Analyze an occupation or activity to determine the body structures required for successful performance by matching necessary body functions with supporting anatomical structures, identifying body parts used, and considering contact with external forces.	B.2.7 B.3.2	B.2.7 B.3.2
	Classify and relate major body structures—including nervous system; eyes and ears; voice and speech; cardiovascular, respiratory, digestive, metabolic, endocrine, genitourinary, reproductive, movement, and skin-related structures—to the demands of occupational performance.	B.2.7 B.2.3	B.2.7 B.2.3
	Apply knowledge of nervous-system structures and functions—including major cerebral lobes and cortical regions, cranial nerves, and selected neurologic motor, sensory, and reflex levels—to analyze their contribution to activity and occupational performance.	B.2.7 B.3.2	B.2.7 B.2.6
Lab: Thursday, Nov 5 th 2026	Rock Painting		
	1. Construct an individual rock painting activity using appropriate materials, tools, techniques, and task sequencing.	CLO 4	B.2.7 B.3.6
	2. Apply appropriate safety precautions and procedures when selecting and using rock painting materials, tools, and equipment.	CLO 4	B.2.7 B.3.6
	3. Analyze the therapeutic potential of rock painting activities and select appropriate applications based on client factors, performance skills, and occupational participation needs.	CLO 5 CLO 6	B.2.3 B.3.2
	4. Modify a rock painting activity by grading task demands up or down to address a client's abilities, limitations, and therapeutic goals.	CLO 6 CLO 5	B.3.8 B.2.7
Week 12			
Lecture: Tuesday, Nov 10 th 2026	Body Structures		
	1. Explain the relationship between body structures, body functions, and occupational performance and describe why knowledge of body structures is necessary when conducting activity analysis.	B.2.3 B.2.7	B.2.3 B.2.7
	2. Analyze an occupation or activity to determine the body structures required for successful performance by matching necessary body functions with supporting anatomical structures, identifying body parts used, and considering contact with external forces.	B.2.7 B.3.2	B.2.7 B.3.2
	3. Classify and relate major body structures—including nervous system; eyes and ears; voice and speech; cardiovascular, respiratory, digestive, metabolic, endocrine, genitourinary, reproductive, movement, and skin-related structures—to the demands of occupational performance.	B.2.7 B.2.3	B.2.7 B.2.3
	4. Apply knowledge of nervous-system structures and functions—including major cerebral lobes and cortical regions, cranial nerves, and selected neurologic motor, sensory, and reflex levels—to analyze their contribution to activity and occupational performance.	B.2.7 B.2.6	B.2.7 B.2.6
Lab: Thursday, Nov 12 th 2026	Recycled Materials		
	1. Construct an individual recycled materials activity using appropriate materials, tools, techniques, and task sequencing.	CLO 4	B.2.7 B.3.6
	2. Apply appropriate safety precautions and procedures when selecting and using recycled materials, tools, and equipment.	CLO 4	B.2.7 B.3.6
	3. Analyze the therapeutic potential of recycled materials activities and select appropriate applications based on client factors, performance skills, and occupational participation needs.	CLO 5 CLO 6	B.2.3 B.3.2

		4. Modify a recycled materials activity by grading task demands up or down to address a client's abilities, limitations, and therapeutic goals.	CLO 6 CLO 5	B.3.8 B.2.7
Week 13	Monday, Nov 16 – Friday, Nov 20 th , 2026	Fieldwork Level 1-A		
	Monday, Nov 23 rd – Friday, Nov 27 th , 2026	Thanksgiving/Fall Break		
Week 14 Tuesday, Dec 1 st 2026	Performance Skills			
	1. Differentiate performance skills from body functions and explain how body functions and body structures support the observable, goal-directed actions required for occupational performance.		B.2.3 B.2.7	B.2.3 B.2.7
	2. Explain how ecological models and the interaction among the person, occupation, environment, context, objects, and social demands influence the type and level of performance skills required for an activity.		B.2.1 B.2.3	B.2.1 B.2.3
	3. Analyze the individual steps of an occupation or activity to determine which performance skills are required and the level of demand for each skill.		B.2.7 B.3.2	B.2.7 B.3.2
	4. Differentiate and apply motor performance skills when analyzing how a person must position and move the body, obtain and manipulate objects, move self and objects, and sustain physical performance during an occupation or activity.		B.2.7 B.2.3	B.2.7 B.2.3
	5. Differentiate and apply process performance skills when analyzing how a person sustains performance, applies knowledge, organizes timing, manages space and objects, and adapts performance during an occupation or activity.		B.2.7 B.3.2	B.2.7 B.3.2
	6. Differentiate and apply social interaction performance skills when analyzing the verbal, nonverbal, interpersonal, and contextual demands required for successful participation with others.		B.2.7 B.2.3	B.2.7 B.2.3
Lab: Thursday, Dec 3 rd 2026	Holiday Ornaments			
	1. Construct a holiday ornament activity using appropriate materials, tools, techniques, and task sequencing.		CLO 4	B.2.7 B.3.6
	2. Apply appropriate safety precautions and procedures when selecting and using holiday ornament materials, tools, and equipment.		CLO 4	B.2.7 B.3.6
	3. Analyze the therapeutic potential of holiday ornament activities and select appropriate applications based on client factors, performance skills, and occupational participation needs.		CLO 5 CLO 6	B.2.3 B.3.2
	4. Modify a holiday ornament activity by grading task demands up or down to address a client's abilities, limitations, and therapeutic goals.		CLO 6 CLO 5	B.3.8 B.2.7
Week 15 Tuesday, Dec 8 th 2026	Lecture Exam 3 Sequence & Timing Body Functions Body Structures Performance Skills			

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*

Lecture Exams	55%
Practical Exams	25%
Movement Analysis	10%
Professional Behaviors	5%
	100%

***Students – for the specific number and type of evaluations, please refer to the Instructor’s 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.

GRADING SYSTEM:

Per Program Policy 8, The OTA Program utilizes the following grading scale which differs from that of the college:

A	=	100 – 90
B	=	89 – 80
C	=	79 – 75
D	=	74 – 69
F	=	68 – 0

Minimum grade of 75% grade of “C” or better must be achieved in courses with an OTA prefix for a student to progress through the program.

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, and Is also negatively impact academic progression and financial aid status.

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

For lecture classes: 3 absences are allowed for lecture, regardless of the reason

For lab classes: 3 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 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 all students the following **free** resources:

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

Visit the [Student Success & Tutoring Center](#) website for more information. To schedule tutoring or coaching, 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 SSTC [Online Resource Center](#) to access on-demand resources.



STUDENT INFORMATION CENTER – TECH Central:

TECH Central offers all students the following **free** resources:

1. Getting around HGTC: General information and guidance for enrollment, financial aid, registration, and payment plan support!
2. In-person and remote assistance are available for Desire2Learn, Student Portal, Degree Works, and Office 365.
3. 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. You may also call (843) 349-5199.



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 have librarians and staff who can aid with research, computers to support academic research and related school-work, and individual/group study rooms. Printing is available as well at each location. Visit the [Library](#) website for more information or call (843) 349-5268.

STUDENT TESTING:

Testing in HGTC courses may occur during regularly scheduled class time or online, with or without proctoring. Tests may be delivered in the following formats:

- Digitally through D2L
- In writing on paper
- Through a publisher platform (note: some publisher platforms carry an associated fee)

Tests may include time limits and may require proctoring depending on the course.

When proctoring is required and is not provided by the course instructor in the classroom, students may complete their test face-to-face at an [HGTC Testing Center](#) or another approved testing site, or online using HGTC's online proctoring provider. For more information about available proctoring options, visit the [Online Testing](#) section of the HGTC Testing Center webpage.

Students testing at an HGTC Testing Center should note the following:

- **Appointments must be scheduled at least 24 hours in advance.**
- **A physical, government-issued photo ID is required to test.**

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. Students seeking accommodations are encouraged to visit HGTC's [Accessibility and Disability Service webpage](#) for detailed information.

It is the student's responsibility to self-identify as needing accommodations and to provide appropriate documentation. Once documentation is submitted, the student will participate in an interactive process with Accessibility and Disability Services staff to determine reasonable accommodations. Students may begin the accommodations process at any time; however, accommodations are **not retroactive** and will only be applied from the point at which they are approved. Students must contact the office **each semester** to renew their accommodations.

For assistance, please contact the Accessibility and Disability Services team at disabilityservices@hgtc.edu or 843-796-8818 (call or text).

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](#).

STATEMENT OF EQUAL OPPORTUNITY/NON-DISCRIMINATION STATEMENT:

Our sincere commitment to both effective business management and equitable treatment of our

employees requires that we present this Policy Statement as an embodiment of that commitment to the fullest.

Discrimination is conduct that includes unjust or prejudicial treatment based upon an individual's age, race, color, sex, religion, national origin, disability, and genetic information or any other protected classes deemed unlawful under State or Federal law that excludes an individual from participation in, denies the individual the benefits of, treats the individual differently, or otherwise adversely affects a term or condition of a person's working or learning environment. This includes failing to provide reasonable accommodation, consistent with state and federal law, to persons with disabilities.

All inquiries regarding the federal laws as they relate to discrimination on the basis of sex may be directed to Jen Riddei, Title IX Coordinator, Horry-Georgetown Technical College, Building 1100C, Room 107B, 2050 HWY 501 E, PO Box 261966, 843-349-5218, Jenifer.Riddei@hgtc.edu.

Student and prospective student inquiries concerning the federal laws and their application to the College or any student decision may be directed to Dr. Melissa Batten, Vice President, Student Affairs, and Section 504 & Title II Coordinator, Horry-Georgetown Technical College, Building 1100C, Room 107A, 2050 HWY 501 E, PO Box 261966-6066, 843-349-5228, Melissa.Batten@hgtc.edu.

Employee and applicant inquiries concerning the federal laws and their application to the College may be directed to Jacquelyne Synder, Vice President, Human Resources and Employee Relations and the College's Affirmative Action/Equal Opportunity Officer, Horry-Georgetown Technical College, Building 200C, Room 205B, 2050 HWY 501 E, 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 sexual harassment, 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).

All inquiries regarding the federal laws as they relate to discrimination on the basis of sex may be directed to Jen Riddei, Title IX Coordinator, Horry-Georgetown Technical College, Building 1100C, Room 107B, 2050 HWY 501 E, PO Box 261966, 843-349-5218, Jenifer.Riddei@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](#).