OTA 200
Foundations of Occupational Therapy

Course Syllabus
Fall 2021

Clinical Instructor:
Missouri Health Professions Consortium
Occupational Therapy Assistant Program
OTA 200
Foundations of Occupational Therapy
4 Credit Hours

CLASS MEETINGS:
Mondays 8:30 a.m. – 9:50 a.m.
Thursdays 8:30 a.m. - 9:50 a.m.
Virtual Labs/Application-Based Assignments may be assigned throughout the semester, as appropriate to the course material.

INSTRUCTOR
Phone:
Email:

OFFICE HOURS: By appointment. Email or call to schedule an appointment. Every effort will be made to answer student emails within 24 hours when emails are sent between 8am and 5pm Monday through Friday. Emails sent after 5pm on weekdays or over the weekend will be addressed the next business day.

For most current updates on classroom expectations related to COVID-19, please visit http://www.sfccmo.edu/files/mySFCC/faculty-tab/COVID-syllabus-update.pdf. The information provided is subject to change if the college deems necessary for safety reasons or to be in alignment with any local or state health mandates related to the pandemic. While all decisions will be made with the consideration for timeliness, some changes may be required at a very short notice if any.

MISSION OF MHPC OTA PROGRAM:
The mission of the Missouri Health Professions Consortium (MHPC) Occupational Therapy Assistant Program is to educate and prepare occupational therapy assistants to provide occupational therapy interventions to the citizens of Missouri and neighboring states, especially those in rural and underserved areas. We educate and prepare generalists, to have the knowledge, skills and professional behaviors that are necessary to work in both traditional and emerging areas of practice.

COURSE DESCRIPTION:
This course presents an introduction to occupational therapy, including history, philosophical base, values, ethics, practice framework, and clinical reasoning. Students will learn selected theories and frames of reference as they pertain to interventions in mental health, physical disabilities, pediatrics, and community practice areas. An overview of the occupational therapy process, including assessment, treatment planning, treatment
implementation, and discontinuation of intervention will be presented. Role delineation and collaboration of the occupational therapy assistant with other occupational therapy and health care personnel are discussed.

**Relationship to Curriculum Philosophy and Design:**
The importance of each of the threads which the curriculum was designed around will be addressed in this introductory course. A focus on the role the threads play in community health outcomes will be discussed throughout the semester. The importance of lifelong learning will be integrated throughout the course with such topics as clinical competence regarding all aspects of treatment, roles of the occupational therapy professional, and staying abreast of evidenced-based practice and research. Occupational therapy theories will be introduced for students to establish a strong foundation for occupation-based practice as they move forward with courses which focus on various client populations and practice areas.

**Prerequisites:**
- Admission to the MHPC OTA Program
- Successful completion of required pre-requisite courses, grade of “C” or better
- Minimum cumulative GPA of 2.5

**Required Textbooks:**

  *Students can also print the PDF version, which can be found in Canvas.*

  ISBN: 978-1-55642-573-8

  ISBN: 9781630912963


Use of Technology in this Course:
Utilization of the following may be used in this course: internet, email, Canvas, home campus library databases, ICE streaming video clips (instructions will be provided), synchronous & asynchronous lecture capture.

EMERGENCY PROCEDURES: Each student needs to be aware of the specific emergency procedures at their home campus. This includes location of emergency procedures and first aid kit(s). The on-site coordinator will review the specifics at the beginning of the first lab of the semester.

STUDENT EXPECTATIONS:

- Attendance and class participation is expected in each class. This includes leaving your camera on during all online lectures. Students are encouraged to ask questions, make relevant contributions, and clarify issues as needed. If a student is not able to attend class, they need to contact the course instructor by email prior to the absence. It is the student’s responsibility to ensure acquisition of all materials and content of any missed classes. Lecture recordings will be posted to Canvas by 11:59 pm of the lecture date.
- Students are expected to upload assignments to Canvas on or before the due date. No exceptions. No extensions. No late work will be accepted for points.
- Students MUST BE PRESENT in class. If the student is absent without medical documentation provided, or if the student has exceeded their excused absences allowed, the student will NOT be able to make up missed in-class assignments for course credit. The student will receive a score of “0” on in-class assignments missed.
- An assignment that has any form of plagiarism will result in a score of zero for that assignment, regardless of intent. In extreme situations, be advised that cases of plagiarism will be handed over to your respective college which could result in not only dismissal from the OTA program, but also expulsion from the institution.
- Examinations (i.e., quizzes, tests, midterm, final exam) are due by or before the due date/time with no acceptance of a late examination.
- Professional behavior is essential and always expected. Cell phones are to be turned off or on vibrate, laptops are to be used for class purposes only, and microphones are to remain open, unless noted otherwise by the instructor. Students may not access any social networking sites while in class (i.e., Facebook, Twitter, Snapchat, etc.).
- If a student is having difficulty with writing, they are STRONGLY encouraged to utilize the writing labs and/or tutoring services available on their home campus.
- As adult learners, students are expected to take responsibility for their learning. If a student is having difficulty with the course (expectations, content, level, instructional method, or style) or requires clarification for any content or assignments, then it his or her responsibility to discuss learning needs or difficulty with the instructor early in the course.
• **Students scoring below 70% on a checkout will be required to repeat the exercise later to be scheduled with the course instructor. If a second attempt is required, students will not be able to earn more than 50% of points for the checkout. If a student is unable to pass their second attempt, a learning contract will be developed, and the student will be placed on academic probation.**

• For any group assignment:
  o If there is a discrepancy between group members with familiarity of content, then student(s) may be required to complete a remedial assignment. Based on accuracy (or lack thereof) of remedial assignment, student may lose up to 10% of total grade.
  o If a student perceives inequity of individual student contributions to group projects, then student may bring it to the attention of the course instructor by referring to the Group Work Concerns form in the appendix of this syllabus.

**Instructional Methods**

• Lectures
• Virtual lab activities
• Case presentations
• Interactive class discussions
• In-class activities
• Reading assignments
• Streaming video clips
• Online lecture capture

**Assessment Methods**

• Presentation
• Participation
• Application-based assignments
• Group activities

**EVALUATION METHODS:**

**Point distribution subject to change**
Examinations will be online, closed books and notes. If a student takes an examination during any scheduled LIVE lecture time of any class, they will receive a grade of 0 (F) on that examination.

Attendance/Participation: 50 points = 5%
  - In-class/lab activities

Assignments: 450 points = 45%

Quizzes (total of 10): 200 points = 20%

Virtual labs/application-based activities: 100 points = 20%

Midterm Project: 100 points = 10%

Final Project: 100 points = 10%

TOTAL: 1000 POINTS

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<tr>
<th>Grade</th>
<th>PERCENTAGE</th>
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<tr>
<td>A</td>
<td>90-100</td>
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<td>B</td>
<td>80-89</td>
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<td>C</td>
<td>70-79</td>
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<tr>
<td>D</td>
<td>60-69: Students who receive a D will not be able to progress to the next semester of the program.</td>
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MHPC OTA Program Rubric

This rubric will be used for all assignments, except discussions forum (separate rubric template). Points will vary for each assignment; however, the same scale will be used for all.

Students will be rated by the following scale:

- **Not Meeting (NM) 69% and below** — Student has not met the requirements as given in the assignment description for this assignment. Student has several grammatical, punctuation or spelling errors. **(NOTE: If a student has more than 3 spelling, grammatical, and/or punctuation errors, they will automatically be given a score of “Not Meeting”. The student will receive a score of “0” for that portion of the assignment.)**

- **Developing (D) 70%-78%** — Student demonstrates a beginning level of understanding of the given topic. Student’s responses are superficial or are taken directly from an outside source without appropriate citation. Student’s critical thinking is not specific or presents with illogical elements. Reader is unsure of how content relates to given assignment. Student uses minimal sources (i.e., only textbooks) to support ideas.

- **Meets Expectations (M) 80%-94%** — Demonstrates work expected of students at this level of OT education. Student accurately cites and uses outside resources to support their work, including OT specific interventions and suggestions as applicable. Demonstrates clear understanding of given assignment.

- **Exceeds Expectations (E) 95%-100%** — Demonstrates work at the level of an entry level OTA. Uses evidence-based sources with accurate citation to support, extend, and inform, but not substitute the student’s own development of the idea. Combines material from a variety of sources, including personal observation, lecture and lecture notes, class discussions, and OT peer-reviewed journal articles. Student does not overuse quotes.

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<thead>
<tr>
<th>Criteria</th>
<th>N</th>
<th>M</th>
<th>D</th>
<th>M</th>
<th>E</th>
<th>Points</th>
<th>Comments</th>
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<tr>
<td>Student fulfilled all areas of assignment, as indicated in the assignment description. (70%)</td>
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<td>Life-Long Learning (10%)</td>
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<td>Student included use of evidence to support work</td>
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<td>Student demonstrated knowledge of content of major concepts</td>
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<td>Implemented current practice trends</td>
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Missouri Health Professions Consortium  
Occupational Therapy Assistant Program  
OTA 200 Foundations of Occupational Therapy

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<tr>
<th>Occupation-Based Theory (10%)</th>
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<tr>
<td>• Student identified impact (enhance &amp;/or hinder) on occupational performance</td>
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<td>• Identified community involvement of client</td>
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<td>• Functional, meaningful activity</td>
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<td>• Productive living</td>
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<th>Ethics &amp; Professionalism Standards (10%)</th>
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<td>• Student demonstrated familiarity with grammar, punctuation, spelling, and word usage; little or no surface detail errors. The presentation is professional.</td>
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<tr>
<td>• Showed clarity regarding the order in which content is presented</td>
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<td>• Appropriate use of citations when used</td>
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<td>• Reflection of various perspectives of individuals</td>
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**Assignment Grade**

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<th>Overall Comments</th>
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**Assignment Descriptions:**

**Application-Based Assignments:**
• **OTPF**
  - Students to search the ICE Video Library for titles below, or for keywords such as: ADL (Activities of Daily Living), occupation-based, function, self-care, and social participation.
    - Spinal Stenosis, 3 months Post Surgery: ADLs (Activities of Daily Living) During Breakfast
    - Dementia Part 3: Donning Socks
    - Hip Fracture Part 1: Self Care at the Sink
  - Answer the following questions for each video:
    - In what type of occupation is the client engaging?
    - How would this occupation “feel” different when performed in a therapy gym versus a home environment?
    - Is this occupation being used as an end or a means to an end (or both)?
    - Does this occupation appear meaningful to the client? What might make it more meaningful (i.e., change of context, change of physical requirement, addition of social component)?
    - How does engagement in this occupation promote overall health & wellness?

• **Documentation (week 5)**
  - Read Morreale Chapters 1-5 and complete ALL worksheets at end of each of the chapters. Scan completed worksheets and upload to Canvas.

• **Documentation (week 6)**
  - Read Morreale Chapters 11-13 and complete ALL worksheets at end of each of the chapters. Scan completed worksheets and upload to Canvas.

• **OT/OTA Role Delineation**
  - Complete OT/OTA Role Delineation chart (Hint: There will often be more than one box checked). Students are encouraged to use multiple sources for this assignment, i.e., textbooks, State Practice Act, AOTA website.

• **OT Hill Day**
  - Students will research the Missouri Occupational Therapy Association (MOTA) Hill Day event in Jefferson City, MO at the capitol building in February. The following items must be completed and submitted as instructed.
    1. Identify your state representative and state senator. (Arkansas students: Identify the representative and senator for Three Rivers)
      1. Missouri Senate: [https://www.senate.mo.gov/LegisLookup/default.aspx/leg_lookup.aspx](https://www.senate.mo.gov/LegisLookup/default.aspx/leg_lookup.aspx)
2. List the committees and sub-committees your elected people currently serve on. Indicate which committees could impact the practice and/or education of occupational therapy practitioners.
   Example: Insurance committee = legislation and policy re: what insurance covers
   Example: Education committee = policy development on higher education loan forgiveness or financial support of colleges
3. Find any information regarding MOTA Hill Day that is provided (i.e., Volunteer Packet).
4. Write one letter to your representative, and one letter to your senator. Make sure you spell their name correctly. The letter must:
   1. Be of formal formatting, including date, salutation, etc. (Look up the format for a letter if you are not sure!)
   2. Formally address each elected person (i.e., Representative Smith; Senator Smith).
   3. Include a minimum of one intro, two bodies, and one summary paragraph.
      1. Intro: include your name, and how you are “connected” to the elected person. (Suggestions below)
      2. Are you a constituent (i.e., voter) in their district?
      3. Do you work or plan to work in their district?
      4. Do you have family in their district?
      5. Do you attend college in their district?
   6. 1st body paragraph should be a quick overview of occupational therapy and how you hope to practice OT (i.e., serving your community by working in a local care facility; working for the schools; etc.). Be specific on how OT can help your elected person’s constituents!!! (Examples: assisting older adults to safely live in their own home; etc.). You must explain the distinct nature of occupation and the evidence that occupation supports performance, participation, health, and well-being.
   7. 2nd body paragraph should be specific to a committee OR a specific piece of legislation that impacts occupational therapy (MOTA will provide guidance if there is a specific OT bill). If MOTA is not “working a bill”, then talk about the importance of OT within the potential bills that could come before their committee (i.e., education; insurance; etc.)
   8. Summary
   9. Upload this to Canvas.

Assignments/Presentations:

- OTPF and Me-Purpose of this presentation: To make the Occupational Therapy Practice Framework come alive by using its concepts and constructs to analyze the temporal qualities of a personally meaningful occupation. This opportunity will give the student a deeper understanding of occupation as a core value in our discipline and why an OTA believes that it is important to help a client to resume engagement in occupation.
From Tables 2 and 3 (Occupations) in OT Practice Framework, 4th edition, identify and discuss a meaningful activity that you would describe as one that is part of the “story” of your life and has contributed to your personal identity.

Use one or two items from each: Table 4 (Context: Environmental Factors), Table 5 (Context: Personal Factors), Table 6 (Performance Patterns), Table 7 (Performance Skills for Persons), and Table 9 (Client Factors) to examine your engagement in this occupation throughout your life. Divide your life into these four stages: 1) infant, toddler 2) pre-adolescent, 3) adolescent, and 4) adult, illustrating how your participation has developed and changed throughout your lifespan. (You do not need to use the same one or two items from each table throughout the entire presentation. Select those that are most meaningful or important for each stage but be sure to include all five tables at least once in the presentation.) You can use personal photographs in your slides to illustrate your engagement at the four developmental stages.

Be sure to identify and discuss roles, routines, rituals, and events or symbols of personal value and or cultural significance. Describe how this occupation has been important in developing your character/persona.

Use the Practice Framework handout with the definitions to help you put together your presentation.

Convey your occupational “being-ness” to your peers in a fun/relaxed way!

Think out of the box!

- **Models & Frames of Reference – Analysis**
  - Students will work in partners/groups as indicated in the table on Canvas. Students will either complete a table describing an OT model of practice or an OT frame of reference, using the provided headings (templates provided on Canvas). Students may use textbooks, peer-reviewed journal articles, and any readings posted on Canvas in support of this assignment. ALL information MUST be cited appropriately. Students are expected to be EXTREMELY THOROUGH in their description of their assigned FOR or model.

- **Activity Bag Project**
  - Students to fill a one-gallon plastic bag with common items that could be used on fieldwork and/or in their future career as an OTA & use task analysis with these items.
    - Students to collect 5 age-appropriate items for adults (22 or older).
    - For each item, students will fill out 2 cards:
      - **Card 1** will be used to treat a *sensory* or *motor* deficit. This card will describe the following:
        - the item
        - the deficit being treated
        - the activity
• Card 2 will be used to treat a cognitive or visual perceptual deficit. This card will describe the following:
  ○ the item (remember, it must be the same as card one)
  ○ the deficit being treated
  ○ the activity
  ○ one way to grade or adapt to the activity

- Students are encouraged to use outside resources, evidence-based journal articles, and information from other OTA classes to support items & uses.
- Students will subsequently present the items and uses to the instructor and peers on an assigned date.

**MHPC ATTENDANCE POLICY**

Students enrolled in the MHPC OTA program are expected to attend all scheduled class sessions. Students are expected to be prepared and demonstrate timely attendance for all class/lab/fieldwork sessions and appointments. Attendance will be taken at the discretion of the instructors. A faculty member may use attendance, or lack of attendance, as a criterion in the determination of a course grade.

In the event of an unexpected absence, it is the student’s responsibility to notify the course instructor and their advisor by e-mail PRIOR of their absence. The instructor on record can then decide with this information on how the absences can be rectified or whether it is possible to satisfactorily complete the course with the number of identified absences. Students aware of an anticipated absence should inform the course instructor at least 24 hours in advance, in writing; email is acceptable.

For students exhibiting habitual tardiness or absence (i.e., more than one occurrence) the course instructor will note the issue on the student’s academic advising form and put a copy in the student’s file.

If two consecutive weeks of class are missed during the regular 16-week semester, the student will be dropped from that class unless acceptable justification is supplied to the instructor, Program Director, and Dean of the community college. Additionally, a student who misses more than one-fourth of the class during any scheduled session may be dropped from that class by the instructor if in the opinion of the instructor the student does not have a reasonable opportunity to succeed in the class.

**MISSING/MAKE UP WORK**

This policy applies to work missed due to absences or failure to submit or complete assignments. Except in the situations outlined herein, all graded work or performed competencies (letter grade or pass / fail) not completed by the due date or missed due to absence, including being tardy or leaving early, will not be eligible for a grade. Students will receive a zero (0) for missed classwork.

- Instructors may make case by case exceptions with Program Director’s approval if a significant, documentable, and infrequent situation caused a student to miss a submission deadline.
- Work submitted and accepted for grading after the original due date will receive a maximum grade of C. In the case of a pass / fail assignment the student may receive a pass (P) or fail (F) grade.
- Extensions may only be granted by the OTA Program Director for a reasonable period after the original due date. Missed work should be submitted for grading within 24 hours of the student’s return to school unless that timeline extends beyond the last day of the term.

*Information in this syllabus is considered TENTATIVE, & subject to change. The instructor will inform students of any changes.*
MHPC ACADEMIC POLICY

The Missouri Health Professions Consortium (MHPC) considers academic dishonesty a serious offense. Students are expected to be familiar with their home campus’ definitions and explanations of academic dishonesty. MHPC will uphold and refer to those definitions.

The department will not tolerate plagiarism, cheating, unauthorized possession of exams or exam questions/information, tampering with instructor’s grade book or grades, or in any way producing class work, papers, or exams through deceptive, illegitimate means. Any student who commits an act of academic dishonesty is subject to disciplinary action and dismissal from the program.

Academic honesty is fundamental to the activities and principles of a program. All members of the academic community must honorably have acquired, developed, and presented. Any effort to gain an advantage not given to all students is dishonest whether the effort is successful. The academic community regards academic dishonesty as an extremely serious matter, with serious consequences that range from probation to expulsion. When in doubt about plagiarism, paraphrasing, quoting, or collaboration, consult the course instructor.

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AMERICANS WITH DISABILITIES ACT

Students who have disabilities that qualify under the Americans with Disabilities Act (ADA) should register with their home campus if requesting accommodations and/or assistance. All members of the Missouri Health Professions Consortium comply with ADA guidelines. If you have special needs as addressed by the Americans with Disabilities Act (ADA) and need assistance, please notify the course instructor immediately and contact the Access/ADA Office at your college to confidentially discuss disability information, academic accommodations, appropriate documentation, and procedures.

Students may register for assistance through their respective home campuses. The student’s home campus is the point of contact for issues related to accommodation. The MHPC OTA Program supports and upholds the policies of the partnering community colleges. If the student has difficulty identifying the appropriate contact at his/her respective college, the MHPC OTA Program Faculty and Program Director will assist him/her with making contact and accessing needed services.

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NOTICE OF NON-DISCRIMINATION

The Missouri Health Professions Consortium and its member institutions do not discriminate based on race, color, religion, sexual orientation, genetics, national origin, ancestry, gender, age, disability, veteran status, and marital or parental status in admissions, programs and activities, and employment. Inquiries concerning nondiscrimination should be directed to the student’s home campus. The student’s home campus is the point of contact for issues related to discrimination. The MHPC OTA Program supports and upholds the policies of the partnering community colleges. If the student has difficulty identifying the appropriate contact at his/her respective college, the MHPC OTA Program Faculty and Program Director will assist him/her with making contact and accessing needed services.

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INTELLECTUAL PLURALISM

The MHPC Program welcomes intellectual diversity and respects student rights. Students who have questions or concerns regarding the atmosphere in this class (including respect for diverse opinions) may contact the Program Director. All students will have the opportunity to submit an anonymous evaluation of the instructor(s) at the end of the course.

Information in this syllabus is considered TENTATIVE, & subject to change. The instructor will inform students of any changes.
**MHPC TITLE IX STATEMENT**

The MHPC OTA Program will not tolerate a hostile environment. Thus, prohibiting sexual misconduct in any form, including sexual harassment, sexual discrimination, and sexual violence.

**Course Objectives: Course** objectives correlate with the Standards for an Accredited Educational Program for the Occupational Therapy Assistant (ACOTE). This course meets the intent of the following Standards from the *Accreditation Council for Occupational Therapy Education (ACOTE®) Standards and Interpretive Guidelines (ACOTE, 2018)*:

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<th>Objective</th>
<th>OTA Standard</th>
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| B.2.1.    | Apply scientific evidence, theories, models of practice, and frames of reference that underlie the practice of occupational therapy to guide and inform interventions for persons, groups, and populations in a variety of practice contexts and environments.  
  • Students will gain knowledge through chapter readings, lecture content, interactive class discussions, and applied through the models/FORs analysis assignment. |
| B.2.2.    | Define the process of theory development and its importance to occupational therapy.  
  • Students will gain knowledge through lecture content, interactive class discussions & activities, and assessed through the models/FORs analysis assignment. |
| B.3.1.    | Apply 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.  
  • Students will gain knowledge through lecture content, interactive class discussions & lab activities. Students will apply this knowledge through an activity analysis assignment. |
| B.3.3.    | 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.  
  • Students will gain knowledge through lecture content and demonstrate understanding from research about OT Hill Day at the Missouri State Capitol. |
| B.3.4. | Demonstrate knowledge of scientific evidence as it relates to the importance of balancing areas of occupation; the role of occupation in the promotion of health; and the prevention of disease, illness, and dysfunction for persons, groups, and populations.  
  
  - OTPF Project |
| --- | --- |
| B.4.4. | Contribute to the evaluation process of client(s)’ occupational performance, including an occupational profile, by administering standardized and non-standardized screenings and assessment tools and collaborating in the development of occupation-based intervention plans and strategies.  
  
  Explain the importance of using psychometrically sound assessment tools when considering client needs, and cultural and contextual factors to deliver evidence-based intervention plans and strategies.  
  
  Intervention plans and strategies must be client-centered, culturally relevant, reflective of current occupational therapy practice, and based on available evidence.  
  
  - Students will practice commonly used standardized and non-standardized assessments through lab participation and class/group discussion. |
| B.4.11. | Explain the need for and demonstrate strategies with assistive technologies and devices (e.g., electronic aids to daily living, seating and positioning systems) used to enhance occupational performance and foster participation and well-being.  
  
  - Students will gain knowledge through lecture content, interactive class discussion & lab activities, and assessed through quizzes. |
| B.4.13. | Provide training in techniques to enhance functional mobility, including physical transfers, wheelchair management, and mobility devices.  
  
  - Students will gain knowledge through lecture content and assessed through lab training/activities. |
| B.4.23. | Identify occupational needs through effective communication with patients, families, communities, and members of the interprofessional team in a responsive and responsible manner that supports a team approach to the promotion of health and wellness.  
  
  - Students participate in an interprofessional activity (Road Runner Rounds – observed structured clinical case studies with other health science students) with the State Fair Community College Health Science Programs. |
| B.4.24. | Demonstrate effective intra-professional OT/OTA collaboration to explain the role of the occupational therapy assistant and occupational therapist in the screening and evaluation process.  
  
  - Students will gain knowledge through lecture content and demonstrate understanding through the OT/OTA role delineation assignment. |
| **B.5.2.** | Explain the role and responsibility of the practitioner to advocate for changes in service delivery policies, effect changes in the system, recognize opportunities in emerging practice areas, and advocate for opportunities to expand the occupational therapy assistant's role.  
- Students will gain knowledge through lecture content and demonstrate understanding on scheduled OT Hill Day at the Missouri State Capitol Research Project. |
| --- | --- |
| **B.5.4.** | Define the systems and structures that create federal and state legislation and regulations, and their implications and effects on persons, groups, and populations, as well as practice.  
- Students will gain knowledge through lecture content and demonstrate understanding on scheduled OT Hill Day at the Missouri State Capitol Research Project. |
| **B.6.2.** | Understand the difference between quantitative and qualitative research studies.  
- Students will gain knowledge through chapter readings, lecture content, and assessed through quizzes. |
| **B.6.6.** | Understand the principles of teaching and learning in preparation for work in an academic setting.  
- Students will demonstrate the teaching and learning principles through the activity bag project. |
| **B.7.1.** | Demonstrate knowledge of the American Occupational Therapy Association (AOTA) Occupational Therapy Code of Ethics and AOTA Standards of Practice and use them as a guide for ethical decision making in professional interactions, client interventions, employment settings, and when confronted with personal and organizational ethical conflicts.  
- Ethical Assignment |
| **B.7.2.** | Demonstrate knowledge of how the role of a professional is enhanced by participating and engaging in local, national, and international leadership positions in organizations or agencies.  
- Students will gain knowledge through lecture content and demonstrate understanding on scheduled OT Hill Day at the Missouri State Capitol Research Project. |
| **B.7.3.** | Promote occupational therapy by educating other professionals, service providers, consumers, third-party payers, regulatory bodies, and the public. |
• Students will gain knowledge through lecture content and demonstrate understanding on scheduled OT Hill Day at the Missouri State Capitol Research Project.

B.7.5 Demonstrate knowledge of personal and professional responsibilities related to: Liability issues under current models of service provision. Varied roles of the occupational therapy assistant providing service on a contractual basis.

• Scope of Practice Activity

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<th><strong>TENTATIVE SCHEDULE</strong></th>
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<td><strong>WEEK #</strong></td>
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| WEEK 1 | Mon 8-23 | Intro to Course & Syllabus Review Occupational Therapy History OTA Heritage Ethnographic interview, Definition of OT | Wagenfeld Chapters 1-3 Cole Chapter 1 AOTA’s Vision 2025 (search AOTA’s website) | **Browse through the course site on Canvas.** 
**Read and sign syllabus form & submit to Canvas by 11:59 p.m. Wednesday, August 25.** 
Week 1 discussion post and response due in Canvas by Sunday, August 29 at 11:59 pm. |
<p>| Th 8-26 | Occupations: The Cornerstone of the Profession Philosophy &amp; Core Values in OT | Wagenfeld Chapter 4 | Quiz #1 to open Thursday, August 26 at 4 pm &amp; closes Sunday, August 29, at 11:59 pm |
| WEEK 2 | Mon 8-30 | Models of Health and Wellness | Cole Chapter 2 Wagenfeld Chapter 6 Entire AOTA OTPF-4 booklet (1st one under required textbook list) | Application-based assignment (OTPF) to be submitted to Canvas no later than 11:59 pm on Sunday, September 5. <strong>OTPF and Me presentations during midterms week, date TBD. Please upload a copy of your presentation to Canvas by Sunday, October 17 at 11:59 pm.</strong> OTPF group activity forms due by 11:59 pm Sunday, September 5. |</p>
<table>
<thead>
<tr>
<th>Week</th>
<th>Days</th>
<th>Topic</th>
<th>Chapters/Assignments</th>
<th>Due Dates</th>
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<tbody>
<tr>
<td>WEEK 3</td>
<td>Mon 9-6</td>
<td>Labor Day - NO CLASS!</td>
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<td>Th 9-9</td>
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<td>The Evidence-Based Movement: Guiding Practice Learning Theory and Health Literacy</td>
<td>Wagenfeld Chapter 5 Wagenfeld Chapter 9 Sladyk Chapter 4</td>
<td>Learning Theory/Health Literacy Lab assignment due by 11:59 pm Sunday, September 13 in Canvas. Quiz #3 to open Thursday, September 10, at 5:00 pm &amp; closes Sunday, September 13, at 11:59 pm.</td>
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<td>WEEK 4</td>
<td>Mon 9-13</td>
<td>Organization of Theory in Occupational Therapy, Practice Models, and Frames of Reference Overview</td>
<td>Cole Chapter 4 Wagenfeld Chapter 7</td>
<td>Application-based assignment (OT Models &amp; FORs: Analysis) templates to be uploaded to Canvas by Sunday, September 26 at 11:59 pm. Peer reviews (1 per student) are due by 11:59 pm Monday, September 27.</td>
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<td>Th 9-17</td>
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<td>Model of Human Occupation The Person-Environment-Occupation-Performance Model International Models</td>
<td>Cole Chapter 6 Cole Chapter 7 Cole Chapter 10</td>
<td>Quiz #4 to open Thursday, September 17, at 5 pm &amp; closes Sunday, September 20, at 11:59 pm</td>
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<td>VIRTUAL LAB: Virtual Hill Week Activities</td>
<td>AOTA.org</td>
<td>OT Hill Day Project Due in Canvas by 11:59 pm Sunday, October 10. AOTA Virtual Hill Week Reflection due in Canvas by 11:59 pm Sunday, September 26.</td>
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<tr>
<td>Week</td>
<td>Date</td>
<td>Topic</td>
<td>Readings</td>
<td>Additional Information</td>
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<td>Th 9-23</td>
<td>Supervision in Occupational Therapy</td>
<td>Wagenfeld Chapters 13</td>
<td>Quiz #5 to open Thursday, September 23, at 4 pm &amp; closes Sunday, September 26, at 11:59 pm. Application-based assignment (OT/OTA Role Delineation) to be submitted to Canvas no later than 11:59 p.m. Sunday, October 3.</td>
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<td>WEEK 6</td>
<td>Mon 9-27</td>
<td>Ethics</td>
<td>Wagenfeld Chapter 12</td>
<td>Ethics Assignment (Margaret case study) due in Canvas by Sunday, October 3 at 11:59 pm.</td>
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<td>Th 9-30</td>
<td>Documentation for the OTA: Billing and Reimbursement, Using Professional Terminology, and Avoiding Common Documentation Mistakes</td>
<td>Morreale/Borcherding Ch 3-5</td>
<td>Documentation for the OTA Assignment to be uploaded to Canvas by Sunday, October 3 at 11:59 pm. Documentation Assignment (Morreale/Borcherding Chapters 3-5 worksheets) to be submitted to Canvas no later than 11:59 p.m. Sunday, October 3.</td>
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<tr>
<td>WEEK 7</td>
<td>Mon 10-4</td>
<td>Introduction to SOAP Notes: The “S”-Subjective and “O” - Objective</td>
<td>Wagenfeld Chapter 14 and Morreale/Borcherding Ch 6-8</td>
<td>Upload Morreale/Borcherding workbook pages for Chapters 6-8 by Sunday, October 3 at 11:59 pm. Activity Bag Project oral presentations during Monday class 11/22. Upload of project due in Canvas by 11/21 at 11:59 pm.</td>
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<td>Th 10-7</td>
<td>SOAP Notes for the OTA: Writing the “A” Assessment and “P” Plan</td>
<td>Morreale/Borcherding Ch 9-10</td>
<td>OT Hill Day Project Due in Canvas by 11:59 pm Sunday, October 10. Upload Morreale/Borcherding workbook pages for Chapters 9-10 by Wednesday, October 14 at 11:59 pm. Quiz #6 to open Thursday, October 7 at 4 pm &amp; closes Sunday, October 10 at 11:59 pm.</td>
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<tr>
<td>WEEK 8</td>
<td>Mon 10-11</td>
<td>Staying Current Purposeful &amp; Meaningful Interventions</td>
<td>Wagenfeld Chapters 17- 18</td>
<td>Found Objects Therapeutic Media Assignment Discussion and Project Upload due in Canvas by Sunday, October 17 at 11:59 pm</td>
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### Missouri Health Professions Consortium
Occupational Therapy Assistant Program
OTA 200 Foundations of Occupational Therapy

<table>
<thead>
<tr>
<th>Week</th>
<th>Date(s)</th>
<th>Topic(s)</th>
<th>Chapter(s)</th>
<th>Additional Information</th>
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</thead>
<tbody>
<tr>
<td>Th 10-14</td>
<td>Spirituality &amp; Occupational Therapy  Crafts in Occupational Therapy</td>
<td>Wagenfeld Chapter 19  Wagenfeld Chapter 20</td>
<td>Quiz #7 to open Thursday, October 14 at pm &amp; closes Sunday, October 17 at 11:59 pm.</td>
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<tr>
<td>WEEK 9</td>
<td>10-18 and 10-21</td>
<td>MIDTERM WEEK-NO CLASSES</td>
<td></td>
<td>OTPF and Me presentations during midterms week, date TBD. Please upload a copy of your presentation to Canvas by Sunday, October 17 at 11:59 pm.</td>
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<tr>
<td>WEEK 10</td>
<td>Mon 10-25</td>
<td>Adaptive Equipment &amp; Adaptive Devices</td>
<td>Wagenfeld Chapter 21</td>
<td>Assistive Technology Device Prototype discussion due Sunday, 10/31 by 11:59 pm. Upload a picture and explanation of your prototype and post a response to at least one other classmate.</td>
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<tr>
<td>Th 10-28</td>
<td>Assistive Technology</td>
<td>Wagenfeld Chapter 22</td>
<td>Adaptive Equipment Elevator Speech due via Yuja video in Canvas by Sunday, October 31 at 11:59 pm.</td>
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<tr>
<td>WEEK 11</td>
<td>Mon 11-1</td>
<td>Keeping Occupation in Occupational Therapy  Documenting Special Situations, Improving Observation Skills, and Making Good Notes Even Better</td>
<td>Handouts/attachments  Morreale/Borcherding Chapters 11-13</td>
<td>Week 11 Documentation Assignment: SOAP Notes and ICE Videos assignment upload due in Canvas by Thursday, November 5 at 11:59 pm.</td>
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<td>Th 11-4</td>
<td>Evaluation and Intervention Planning  Goals and Interventions</td>
<td>Morreale/Borcherding Chapters 14 and 15</td>
<td>Quiz #8 to open Thursday, November 4 at 4 pm &amp; closes Sunday, November 7 at 11:59 pm.</td>
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<td>WEEK 12</td>
<td>Mon 11-8</td>
<td>Occupations, Purposeful Activity, and Preparatory Methods  Meaningful Treatment Planning  Documenting Different Stages of Intervention</td>
<td>Handouts/attachments  ICE Learning Center  Morreale/Borcherding Chapter 16</td>
<td>Please upload your completed Week 12 ICE Learning Center Activity: Designing Meaningful Treatment Plans by 11:59 pm Sunday, November 14.</td>
</tr>
<tr>
<td>Th 11-11</td>
<td>Activities of Daily Living (ADLs) &amp; Instrumental Activities of Daily Living (IADLs)</td>
<td>Wagenfeld Chapter 23</td>
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<tr>
<td>WEEK 13</td>
<td>Mon 11-15</td>
<td>Rehabilitation, Disability, and Participation and the Discharge Planning Process Documentation in Different Practice Settings &amp; Examples of Different Kinds of Notes</td>
<td>Wagenfeld Chapter 33 Morreale/Borcherding Ch 17-18</td>
<td>Quiz #9 to open Thursday, November 11 at 4:00 pm &amp; closes Sunday, November 14 at 11:59 pm.</td>
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<td>Th 11-19</td>
<td>Health and Well-being Telehealth</td>
<td>Wagenfeld Chapter 35 Handouts/attachments</td>
<td>Discharge planning group discussion participation due in the Canvas discussion board by 11:59 pm on Sunday, November 21.</td>
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<tr>
<td>WEEK 14</td>
<td>Mon 11-22</td>
<td>Activity Bag Project Presentations</td>
<td>Wagenfeld Chapter 39</td>
<td>Activity Bag Project oral presentations during Monday class. Upload of project due in Canvas by Sunday, November 21 at 11:59 pm.</td>
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<td>Th 11-25</td>
<td>Thanksgiving Break-NO CLASS</td>
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<td>WEEK 15</td>
<td>Mon 11-29</td>
<td>Positioning Basics, Body Mechanics (intro to Kinesiology concepts) Workplace Safety</td>
<td>Handouts/Canvas resources Wagenfeld Chapter 26</td>
<td>Positioning/Body Mechanics assignment due in Canvas by 11:59 pm Sunday, 12/5.</td>
</tr>
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<td>Th 12-2</td>
<td>Management and Education as Career Options for the OTA Emerging Practice Areas</td>
<td>Wagenfeld Chapters 39-40</td>
<td>Emerging practice areas group discussion opens in Canvas on Monday, 11/29 at 4 pm and is due by 11:59 pm on Sunday, 12/5.</td>
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<tr>
<td>WEEK 16</td>
<td>Mon 12-6</td>
<td>FINALS WEEK!</td>
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Information in this syllabus is considered TENTATIVE, & subject to change. The instructor will inform students of any changes.
<table>
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<tr>
<th>Th 12-9</th>
<th>FINALS WEEK</th>
<th>Final Project (case study) due date TBD during finals week.</th>
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OTA 200
Foundations of Occupational Therapy

Course Appendix
GROUP WORK CONCERNS FORM

A large part of working in healthcare is learning how to work as a part of a team. Unfortunately, it is not uncommon to have a team member who “doesn’t pull their weight” or performs at a lower level than expected or required. If a student perceives an inequity of individual student contributions during group projects, the student may bring it to the attention of the course instructor following the steps outlined on this form.

1. Name of student(s) completing form: _______________________________________________

2. Name of student of concern: ______________________________________________________

3. Course and Assignment: _________________________________________________________

4. Specific explanation of perceived inequity of group member’s contributions. Include specific examples of behaviors that are of concern (i.e., lack of contribution, attending meetings, completion of assigned sections, lack of participation, lack of understanding/knowledge; low quality of submissions; etc.)

5. Date this group concern was brought to the student’s attention using and reviewing the information on this Group Work Concerns Form: _______________________________________________

6. Response/outcome of meeting with group member (check all that apply):

   _____Issues were resolved
   _____Student disagrees with feedback/issues not resolved
   _____Group has made alternative plans to ensure success of group work
   _____Group is requested meeting with course instructor

7. If needed, describe why student(s) feels this issue needs to be brought to the attention of the course instructor. What would the students like the outcome of the meeting with the instructor to be?

Signatures of ALL involved students must be below.

***Complete, scan, and email this form to the course instructor a MINIMUM of 24 hours prior to assignment due date/time. ***
FORMS OF ACADEMIC DISHONESTY

**Plagiarism**

Plagiarism is the inclusion of someone else’s product, words, ideas, or data as one’s own work. When a student submits work for credit that includes the product, words, ideas, or data of others, the source must be acknowledged using complete, accurate, and specific references, such as footnotes. Expectations may vary slightly among disciplines. By placing one’s name on work submitted for credit, the student certifies the originality of all work not otherwise identified by appropriate acknowledgements. On written assignments, if verbatim statements are included, the statements must be enclosed by quotation marks or set off from regular text as indented extracts.

A student will avoid being charged with plagiarism if there is an acknowledgement of indebtedness. Indebtedness must be acknowledged whenever:

1. One quotes another person’s actual words or replicates all or part of another’s product.
2. One uses another person’s ideas, opinions, work, data, or theories, even if they are completely paraphrased in one’s own words.
3. One borrows facts, statistics, or other illustrative materials—unless the information is common knowledge

Unauthorized collaboration with others on papers or projects can inadvertently lead to a charge of plagiarism. If in doubt, consult the instructor.

Plagiarism also includes submitting work in which portions were produced by someone acting as a tutor or editor.

**Fabrication**

Fabrication is the intentional use of information that the author has invented when he or she states or implies otherwise, or the falsification of research or the findings with the intent to deceive. Examples include, but are not limited to:

1. Citing information not taken from the source indicated.
2. Listing sources in a reference not used in academic exercise.
3. Inventing data or source information for research or other academic exercises

**Cheating**

Cheating is an act of deception by which a student misrepresents or misleadingly demonstrates that he or she has mastered information on an academic exercise that he or she has not mastered, including giving or receiving of unauthorized help in an academic exercise. Examples include but are not limited to:

1. Copying from another student’s test paper, project, product, or performance
2. Collaborating without authority or allowing another student to copy one’s work in a test situation
3. Using the course textbook or other material not authorized for use during a test
4. Using unauthorized materials during a test; for example, notes
5. Resubmitting substantially the same work that was produced for another assignment without the knowledge and permission of the instructor
6. Taking a test for someone else or permitting someone else to take a test for you

**What can students do to protect themselves from being charged with academic dishonesty?**

1. Prepare thoroughly for examinations and assignments.
2. Take the initiative to prevent other students from copying exams or assignments.
3. Check the course syllabus for a section dealing with academic dishonesty for that course.
4. Do not look in the direction of other students’ papers during examinations.
5. Utilize a recognized handbook for instruction on citing source materials in papers. Consult with instructors or academic departments when in doubt.
6. Discourage dishonesty among other students.
7. Refuse to assist students who cheat.
8. If extraordinary circumstances cause anxiety over taking an exam or getting an assignment in on time, talk to the instructor in advance. It is better to request special arrangements rather than resort to dishonesty.
9. Inform the instructor if you are aware of other students cheating.
CLASS PARTICIPATION SELF-MONITORING LOG

Place one hash mark for each instance of your participation (ex: I). For example, if a student answered three questions, then there would be three hash marks (III) under the “answered question” column. Your self-monitoring form may be collected periodically throughout the semester and be considered for your class participation points. Students may be asked to provide an example of their notetaking.

<table>
<thead>
<tr>
<th>DATE</th>
<th>PRESENT FOR CLASS</th>
<th>SPOKE IN GROUP</th>
<th>TOOK NOTES</th>
<th>PREPARED FOR CLASS</th>
<th>ASKED INSTRUCTOR A QUESTION</th>
<th>ANSWERED INSTRUCTOR’S QUESTION</th>
<th>ANSWERED ANOTHER STUDENT’S QUESTION</th>
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<td><strong>SELF-ASSESSMENT OF MY WORK PRIOR TO TURNING IN</strong></td>
<td><strong>YES</strong></td>
<td><strong>NO</strong></td>
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<td>Did I completely review the rubric (if applicable) for the assignment?</td>
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<td>Did I include/address each component of the rubric in my assignment?</td>
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<td>Did I check for spelling, grammar, and punctuation errors?</td>
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<td>Do I know the due date of my assignment?</td>
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<td>Do I know where to turn the assignment in? (i.e., assignments tab, instructor, email, etc.)</td>
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<td>Have I clarified any questions I have regarding the assignment with my instructor?</td>
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HOW TO STUDY FOR THIS COURSE

1. Read all assigned readings.

2. Participate in class discussions.

3. Complete all application-based assignments prior to class & be prepared to discuss with group.

4. Plan ahead.

5. Participate in group activities.

6. Ask questions!

7. If you receive a grade of a ‘C’ or lower on an exam or assignment, it is strongly recommended that you discuss with the course instructor in order to ensure understanding for advancement in course.

8. Study and apply information in lab activities!
OTA 200
Foundations of Occupational Therapy

SIGNATURE PAGE

- It is your responsibility to read the course syllabus.
- You will be expected to abide by the regulations contained in it.
- If anything is unclear, discuss it with the instructor immediately.
- If any MHPC policy is unclear, discuss it with the Program Director immediately.
- You are encouraged to refer to it frequently.

Your signature below confirms that you have read, understood and agreed to the conditions as stated in this syllabus:

_____________________________________________
Student Signature     Date

______________________________________________
Print Name

Please sign & submit a scanned copy via email to Jennifer Smith by the first Wednesday of class.