

**OTA 110**  
**FUNDAMENTALS OF OCCUPATIONAL THERAPY**

**COURSE DESCRIPTION:**

**Prerequisite:** Enrollment in the Occupational Therapy Assistant program

**Corequisite:** BIO 168.

This course introduces occupational therapy theory, practices, philosophies, and principles. Emphasis is on providing a basic understanding of the profession as well as beginning to develop interaction and observation skills. Upon completion, students should be able to demonstrate basic understanding of occupational therapy practice options, uniform terminology, activity analysis, principles, process, philosophies, and frames of reference. Course Hours Per Week: Class, 2; Lab, 3; Clinical, 0. Semester Hours Credit: 3.

**LEARNING OUTCOMES:**

Student will demonstrate basic skills in the following areas:

- A. Seek adequate information prior to acting
  - (1) Identify routine sources of information used in assessment & treatment
  - (2) Identify routine techniques for gathering information
  - (3) Use a variety of sources for information gathering
  - (4) Use a variety of techniques to gather information
- B. Use standard occupational therapy principles and terminology
  - (1) Identify standard principles used in OT practice
  - (2) Use current OT terminology in completing oral and written assignments
- C. Respect client's rights and values
  - (1) Demonstrate knowledge of rights of clients under the OT Code of Ethics
  - (2) Define terms: values, cultural diversity, cultural bias, values clarification
- D. Function within the legal and ethical scope of OT practice
  - (1) Demonstrate knowledge of the Occupational Therapy Code of Ethics
  - (2) Demonstrate knowledge of North Carolina laws governing practice
  - (3) Demonstrate knowledge of national regulations governing OTA practice
  - (4) Discuss the role delineation of OTs and OTAs
- E. Maintain professional appearance and attitude
  - (1) Discuss the value of 'non-judgmental caring' and empathy in treatment
  - (2) Recognize appropriate forms of dress & appearance during clinical activities
  - (3) Use tact and diplomacy in communications with peers and instructors
- F. Respect confidentiality of information
  - (1) Use correct techniques to ensure confidentiality in written format
  - (2) Use correct techniques to ensure confidentiality in oral formats
- G. Apply principles of occupational therapy theory and practice
  - (1) Identify theories used in OT practice
  - (2) Define the following terms: OT Practice Framework, OT process, OT outcomes, OT intervention approaches, areas of occupation, performance skills, client factors, activity demands, contexts, performance patterns
  - (3) Engage in discussion regarding the effect of theories and frames of reference on the practice of occupational therapy

- H. Demonstrate initiative in performing independent learning
  - (1) Conduct a library research activity on a subject of the learner's choice
  - (2) Select tasks to research in areas of occupation
  - (3) Select and present on some aspect of activity analysis of one occupation
- I. Identify barriers and facilitators of communication
  - (1) Recognize the role of non-verbal behaviors in communication
  - (2) Recognize the role of verbal behaviors in communication
- J. Practice establishing therapeutic relationship and rapport with others
  - (1) Conduct interviews with individuals to gain information on their history, interests and status
  - (2) Provide classmates with feedback on performance during presentations that is objective and helpful in improving skills
- K. Demonstrate effective communication skills in a teaching session with peers
  - (1) Teach a skill, using multiple methods to optimize presentation of information
  - (2) Help others learn skills to gain confidence
  - (3) Enable all learners to successfully complete a selected activity
- L. Recognize own strengths and weaknesses
  - (1) Participate in self-rating of teaching session
  - (2) Participate in self-evaluation of competencies

## **OUTLINE OF INSTRUCTION:**

- I. Definition & Principles of Occupational Therapy
  - (A) Initial description
  - (B) Historical development of the definition
  - (C) Current definition
  - (D) Principles of OT practice
    - i Client-centered
    - ii Therapist/ therapeutic relationship driven
    - iii Activity-oriented
    - iv Setting or context of care dependent
  - (E) Occupational Therapy Process
    - i Evaluation process
    - ii Intervention process
    - iii Outcomes process
  - (F) Activity Analysis
  - (G) OT language – OT Practice Framework
    - i areas of occupation
    - ii performance skills
    - iii client factors
    - iv performance patterns
    - v contexts
    - vi activity demands
    - vii intervention strategies and types
    - viii types of outcomes

- II. History of Occupational Therapy Practice
  - (A) Therapy and medicine in the 18th & 19th centuries
  - (B) Development of OT in the US
  - (C) Current practices and settings
  - (D) Currently accepted common language – OT Practice Framework
  
- III. Introduction to the Occupational Therapy Community
  - (A) Organizations
  - (B) Purposes and functions of the organizations
  - (C) Membership benefits
  - (D) Fees/dues and responsibilities of membership
  - (E) Informal relationship building
  - (F) Mentorship
  
- IV. Introduction to Theories of Occupational Therapy Practice
  - (A) Theories that support OT practice
  - (B) Occupational science
  - (C) State of the art & science of OT
  
- V. Ethical and legal considerations in OT practice
  - (A) Ethical standards
  - (B) Legal considerations in OT practice
  - (C) Client's/Patient's rights
  - (D) OT scope of practice
  
- VI. History and development of the role of OTAs
  - (A) Rationale for the role
  - (B) History of the role
  - (C) Current roles and relationships with OTs
  - (D) Current roles in the OT process
  
- VII. Education/Training of OTs and OTAs
  - (A) Classroom education
  - (B) Psychomotor skill development
  - (C) Clinical training
  - (D) National certification/registration examination
  - (E) Continuing education
  - (F) Career mobility
  
- VIII. Identify and Explore Learning and Teaching Styles
  - (A) Identify various learning styles and techniques
  - (B) Identify various teaching techniques and strategies
  - (C) Discuss the inter-relationship of learning and teaching styles
  
- IX. Treatment in groups
  - (A) purposes of groups
  - (B) dynamics of groups
  - (C) leadership of groups
  
- X. Models of care
  - (A) medical
  - (B) educational

(C) social

XI. Professionalism

- (A) behavior
- (B) language
- (C) attitudes
- (D) expertise

**REQUIRED TEXTBOOKS AND MATERIALS:**

Hussey, S.M., Sabonis-Chaffee, B., & O'Brien, J.C. (2007). *Introduction to occupational therapy* (3<sup>rd</sup> ed.). St. Louis: Mosby Elsevier.

AOTA Practice Framework, 2<sup>nd</sup> edition. This document was originally published in the American Journal of Occupational therapy (AJOT). You may purchase the bound copy of the material (a.), or make a copy of the journal article using the reference (b.) below.

- a. American Occupational Therapy Association. (2008). *The occupational therapy practice framework: domain and process* (2<sup>nd</sup> ed.). Bethesda, MD: AOTA Press.
- b. American Occupational Therapy Association. (2008). *The occupational therapy practice framework: domain and process* (2<sup>nd</sup> ed.). *American Journal of Occupational Therapy*, 62, 625-683.

**STATEMENT FOR STUDENTS WITH DISABILITIES:**

Students who require academic accommodations due to any physical, psychological, or learning disability are encouraged to request assistance from a disability services counselor within the first two weeks of class. Likewise, students who potentially require emergency medical attention due to any chronic health condition are encouraged to disclose this information to a disability services counselor within the first two weeks of class. Counselors can be contacted by calling 536-7207, ext. 1413 or by visiting the Student Development Office in the Phail Wynn Jr. Student Services Center, room 1309.