A. **Academic Division:** Health Sciences

B. **Discipline:** Occupational Therapy Assistant

C. **Course Number and Title:** OTAP1015 Introduction to OTA

D. **Course Coordinator:** Ted Chapman, MS, OTR/L, CHT  
**Assistant Dean:** Melinda Roepke, MSN, RN

**Instructor Information:**
- Name: Click here to enter text.
- Office Location: Click here to enter text.
- Office Hours: Click here to enter text.
- Phone Number: Click here to enter text.
- E-Mail Address: Click here to enter text.

E. **Credit Hours:** 1

F. **Prerequisites:** Acceptance into the OTA program

G. **Syllabus Effective Date:** Fall, 2017

H. **Textbook(s) Title:**

- *Publication Manual of the American Psychological Association*
  - Sixth Edition
  - American Psychological Association
  - ISBN#: 1-4338-0561-8

- *Ryan’s Occupational Therapy Assistant*
  - Author: Karen Sladyk
  - Edition: 5th
  - ISBN#: 9781556429620

- *Occupational Therapy Practice Framework*
  - Author: American Occupational Therapy Association
  - Edition: 3rd
  - Copyright Year: 2014
  - ISBN#: 9781569003619

I. **Workbook(s) and/or Lab Manual:** None

J. **Course Description:** This course will examine the profession of occupational therapy and its role in educational systems, health care and the community. Topics include the history of the profession, the development and utilization of occupational therapy assistants, philosophical principles of the profession, the Occupational Therapy Framework: Domain and Process, Standards of Practice, Code of Ethics, roles of the occupational therapist and occupational therapy assistant, and national and state credentialing.
requirements. Students will be exposed to the relevant theories prevalent within the occupational Therapy profession. There will also be discussion about professional relationships, along with exploration of cultural, ethical and legal issues in occupational therapy practice.

K. College-Wide Learning Outcomes:

<table>
<thead>
<tr>
<th>College-Wide Learning Outcome</th>
<th>Assessments - How it is met &amp; When it is met</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication: Written</td>
<td>ACOTE Standards: B5.20., B.5.21.</td>
</tr>
<tr>
<td>Intercultural Knowledge and Competence</td>
<td>ACOTE Standards: B.1.4.</td>
</tr>
<tr>
<td></td>
<td>Diversity project week 8; final written project week 14-15. Intercultural Knowledge and Competence VALUE Rubric.</td>
</tr>
</tbody>
</table>

Critical Thinking

Information Literacy
ACOTE Standards: B.1.8.

Quantitative Literacy

ACOTE Standards (2012), Accreditation Council for Occupational Therapy Education (ACOTE®) can be found at: [http://aota.org/Educate/Accredit/StandardsReview/guide/OTA.aspx](http://aota.org/Educate/Accredit/StandardsReview/guide/OTA.aspx)

L. Course Outcomes and Assessment Methods:

Upon successful completion of this course, the student shall:

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Assessments – How it is met &amp; When it is met</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Explain the role an Occupational Therapy professional has within the healthcare continuum and will be able to:</td>
<td>Final written project (week 14-15); three multiple choice tests (weeks 5-6, 9-10, 12-13)</td>
</tr>
<tr>
<td>a. Identify occupational therapy core beliefs, key concepts, theory and framework.</td>
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<tr>
<td>b. Relate the history of occupational therapy to current practice patterns.</td>
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<tr>
<td>c. Identify the state and national regulations regarding the provision of occupational therapy services.</td>
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<tr>
<td>d. Identify ethical challenges faced by the OTA</td>
<td></td>
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<tr>
<td>e. Define professional and ethical behavior.</td>
<td></td>
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<tr>
<td>f. Identify personal learning style and unique qualities that they offer the profession of OT.</td>
<td></td>
</tr>
<tr>
<td>2. Explain how the occupational therapy assistant relates to others within the healthcare continuum and will be able to:</td>
<td>diversity project week 8; final written project week 14-15.</td>
</tr>
<tr>
<td>a. Identify characteristics of basic professional written documentation.</td>
<td></td>
</tr>
<tr>
<td>Explain the impact of third party and governmental agencies on the practice of occupational therapy.</td>
<td></td>
</tr>
<tr>
<td>b. Relate to others within small groups.</td>
<td></td>
</tr>
<tr>
<td>c. Identify personal beliefs regarding disability and how they might impact clinical practice.</td>
<td></td>
</tr>
<tr>
<td>Outcomes</td>
<td>Assessments – How it is met &amp; When it is met</td>
</tr>
<tr>
<td>----------</td>
<td>--------------------------------------------</td>
</tr>
</tbody>
</table>
| 3. Demonstrate how the occupational therapy assistant thinks, processes and analyzes information related to occupational performance and will be able to:  
  a. Explain the roles and functions of an occupational therapy assistant in various settings.  
  b. Define the concept of activity analysis.  
  c. Demonstrate awareness of OTA program safety policies and procedures  
  d. Locate and identify quality professional sources of information.  
ACOTE Standards: B.8.1., B.8.2., | Quiz week 2-3, Final written project week 14-15; final test week 15 |

M. **Topical Timeline (Subject to Change):**

<table>
<thead>
<tr>
<th>Week</th>
<th>Topical Timeline</th>
</tr>
</thead>
</table>
| 1 and 2 | Program Introduction  
  a. Introduction of faculty  
  b. Review of OTA student handbook  
  c. Program expectations  
  1) Learning outcomes  
  2) Policies and procedures  
  d. Who are we?  
  e. What is occupational therapy? |
| 3, 4, 5 | Introduction to occupational therapy  
  a. The profession of OT  
  b. History of OT  
  c. Information literacy and the OTA  
  d. AOTA, NBCOT, ACOTE, state licensure  
Foundations of OT  
  a. Philosophy, values, beliefs  
  b. Framework and Process |
| 6, 7, 8, 9 | OT theory and Framework  
  a. Frames of reference: physical function  
  b. Frames of reference: psychosocial function  
  c. Frames of reference: pediatrics  
  d. Frames of reference: cognition and perception  
  e. OT models  
Critical thinking and activity analysis  
  a. Critical thinking overview  
  b. Evaluating evidence for practice  
  c. Activity analysis |
| 10, 11 and 12 | 1. Professional Life  
  a. What is professional behavior?  
  b. What is ethical behavior?  
  c. Professional relationships  
  d. Professional organizations/accreditation/licensure  
  e. External entities: reimbursement  
2. Our Diverse World  
  a. What makes us different/unique  
  b. Addressing diversity within practice  
3. The World of OTA |
N. **Course Assignments:**

1. Tests (weeks 5-6, 9-10, 12-13, 15)
2. Quizzes (weeks 2-3)
3. Diversity project (week 8)
4. World of OTA paper and presentation (weeks 14-15)

O. **Recommended Grading Scale:**

<table>
<thead>
<tr>
<th>NUMERIC</th>
<th>GRADE</th>
<th>POINTS</th>
<th>DEFINITION</th>
</tr>
</thead>
<tbody>
<tr>
<td>93–100</td>
<td>A</td>
<td>4.00</td>
<td>Superior</td>
</tr>
<tr>
<td>90–92</td>
<td>A-</td>
<td>3.67</td>
<td>Superior</td>
</tr>
<tr>
<td>87–89</td>
<td>B+</td>
<td>3.33</td>
<td>Above Average</td>
</tr>
<tr>
<td>83–86</td>
<td>B</td>
<td>3.00</td>
<td>Above Average</td>
</tr>
<tr>
<td>80–82</td>
<td>B-</td>
<td>2.67</td>
<td>Above Average</td>
</tr>
<tr>
<td>77–79</td>
<td>C+</td>
<td>2.33</td>
<td>Average</td>
</tr>
<tr>
<td>73–76</td>
<td>C</td>
<td>2.00</td>
<td>Average</td>
</tr>
<tr>
<td>70-72</td>
<td>C-</td>
<td>1.67</td>
<td>Below Average</td>
</tr>
<tr>
<td>67–69</td>
<td>D+</td>
<td>1.33</td>
<td>Below Average</td>
</tr>
<tr>
<td>63–66</td>
<td>D</td>
<td>1.00</td>
<td>Below Average</td>
</tr>
<tr>
<td>60–62</td>
<td>D-</td>
<td>0.67</td>
<td>Poor</td>
</tr>
<tr>
<td>00-59</td>
<td>F</td>
<td>0.00</td>
<td>Failure</td>
</tr>
</tbody>
</table>

P. **Grading and Testing Guidelines:**

This is a lecture course which requires a passing grade of 77%. Students falling below 77% in this course will have failed to meet the requirements to continue in the OTA program.

Q. **Examination Policy:**

Refer to the Academic Attendance Policy in the OTA program handbook.

R. **Class Attendance and Homework Make-Up Policy:**

Attendance in lecture, lab and fieldwork experiences is required in all OTA coursework. It will be the responsibility of the student to obtain lecture notes and to make up laboratory sessions. Please refer to the Academic Attendance Policy in the OTA program handbook for additional information.

S. **Classroom Expectations:**

Students are expected to come to every class session prepared. Once in class, students are expected to listen attentively, actively participate in learning activities and to interact in a professional manor conducive to learning.

T. **College Procedures/Policies:**

**Attendance Requirements:** All students are required to attend all scheduled classes and examinations. Each faculty member has the right to establish regulations regarding attendance that he/she considers necessary for successful study.

Students who do not attend classes may be administratively withdrawn from those classes. However, failure to attend classes does not constitute withdrawal, and students are expected to process a formal withdrawal through the Student Records Office in Kee Hall.
Student engagement requirements:
Student engagement is based on the “active pursuit” of learning which can be measured by class attendance, class participation (in class or online), taking required quizzes/examinations, and submission of work assignments or papers. Student engagement consists of a student attending at least 60% of the class sessions (there should be attendance throughout the term) and/or completing 75% of the assignments listed on the syllabus at the midpoint in the term. Exceptions can be made when there is ongoing communication between the student and faculty member. The communication must be documented and the faculty member and student must be in agreement regarding the exception. Students not meeting the expectation will be administratively withdrawn from class. If a student believes he/she was administratively withdrawn in error, he/she may file an appeal. Being administratively withdrawn may have program and financial aid implications.

Academic Misconduct is any activity that tends to compromise the academic integrity of the college, or subvert the educational process. Examples of academic misconduct include, but are not limited to:

1. **Violation of course or program rules** as contained in the course syllabus or other information provided to the student; violation of program requirements as established by departments and made available to students.

2. **Plagiarism** including, but not limited to, submitting, without appropriate acknowledgment, any written, visual or oral material that has been copied in whole or in part from the work of others (whether such source is published or not) even if the material is completely paraphrased in one’s own words. This includes another individual’s academic composition, compilation, or other product, or a commercially prepared paper. Plagiarism also includes submitting work in which portions were substantially produced by someone acting as a tutor or editor.

   Such practices constitute plagiarism regardless of motive. Those who deny deceitful intent, claim not to have known that the act constituted plagiarism, or maintain that what they did was inadvertent are nevertheless subject to penalties when plagiarism has been confirmed.

3. **Cheating** and dishonest practices in connection with examinations, papers and projects, including but not limited to using unauthorized notes, study aids or information on an examination; obtaining help from another student during an examination; taking an exam or doing work for another student; providing one’s own work for another student to copy and submit as his/her own; or allowing another student to do one’s work and then submitting the work as one’s own. Also included would be altering a graded work after it has been returned, then submitting the work for re-grading; or submitting identical or similar papers for credit in more than one course without prior permission from the course instructors.

4. **Fabrication** including but not limited to falsifying or inventing any information, data or citation; presenting data that were not gathered in accordance with defined appropriate guidelines, and failing to include an accurate account of the method by which data were collected.

5. **Obtaining an Unfair Advantage** including, but not limited to stealing, reproducing, circulating, or otherwise gaining access to examination materials prior to the time authorized by the instructor; unauthorized collaborating on an academic assignment; taking, hiding or altering resource material; or undertaking any activity with the purpose of creating or obtaining an unfair advantage over another student’s academic work.

6. **Aiding and Abetting Academic Dishonesty** including, but not limited to providing material, information or other assistance to another person with the knowledge that such aid could be used in any of the violations stated above, or providing false information in connection with any inquiry regarding academic integrity.
7. **Alteration of Grades or Marks** including but not limited to, action by the student in an effort to change the earned credit or grade.

In addition, cases of academic dishonesty may involve photocopied materials. Materials used may fall under the Copyright Act. Violations of said Act may subject the user and/or the College to sanctions.

**Statement on Disabilities:** Any student who requires reasonable accommodations related to a disability should inform the course instructor and the Coordinator of Specialized Services (Room 138 in Kee Hall; phone 419-755-4727).

Students who encounter difficulty in any of their courses are encouraged to visit the Tutoring Resource Center (Room 119 in Fallerius Technical Education Center) for tutoring assistance, and the Student Success Center (Room 136 in Kee Hall) for academic assistance, advising services, referrals for personal counseling and Learning Disability (LD) Testing.

**Statement on Withdrawals:** As a student, you are expected to attend class. If you are unable or choose not to attend class, or if for whatever reason you are unable to keep up with the requirements of a course, you need to officially drop the class at the Student Records Office. Refund dates and withdrawal dates will vary slightly from term to term. Contact the Student Records Office for applicable dates. Additionally these dates are posted on the academic calendar available on the college’s website, [www.ncstatecollege.edu](http://www.ncstatecollege.edu), under the Academics heading on the home page and are available at the Student Records Office in Kee Hall. Students should go to the Student Records Office (Room 142 in Kee Hall) to process their withdrawal from any class.

If you choose to walk away from your class without officially withdrawing from it, the faculty member teaching the class must grade your classroom performance on the material available to him or her. This normally results in an "F" grade. An "F" grade can lower your grade point average considerably depending on the total credits accumulated.