OTHA 1305
PRINCIPLES OF OCCUPATIONAL THERAPY
Master Syllabus
First Semester
CRN: 26451 and 44535 – Fall 2014
Coleman College for Health Sciences

Instructor: Gibson P. Gelladuga, OTR
Lab Assistant: Sarah Williams

How to Reach the Instructor

Office Hours and Location:
Mondays thru Fridays from 8am to 4pm.
HCC Coleman College for Health Sciences. 1300 Pressler St., Room 385, Houston, TX, 77030
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Email: gibson.gelladuga@hccs.edu

Course Description:
Introduction to occupational therapy and practice with emphasis on physical dysfunction. Course will cover OT education, professionalism, OT/OTA roles, tasks and supervision, health care systems, ethics, legal and moral issues. Introduction to models, theories, frames of references, treatment designs. Multicultural diversity, patient interaction, uniform terminology, documentation guidelines and lab implemented. (Formerly OCTA 1242)

Prerequisites:
Admission to the Occupational Therapy Assistant Program.

Credit hours:
3 semester hours/ units: (2 lecture, 3 lab), weekly.

Course location:
HCC Coleman College for Health Sciences, 1900 Pressler Street, 4th floor, Houston, Texas 77030, at room 468 and OTA lab.

Class day/time:
Lecture: Thursdays, from 9am to 11am.
Laboratory: (Thursday batch) from 11:30am to 2:50pm.
(Friday batch) from 9:00am to 12:20pm.
End of Course Objectives:

**Upon completion of this course, the student will be able to:**

1. use oral, written and non-verbal communication skills.
2. use basic computer skills.
3. define occupational therapy.
4. demonstrate an appreciation for the OT philosophy by writing components of their own philosophy, using established criteria.
5. trace the development and history of the profession.
6. explain the roles and functions of OT practitioners in practice settings.
7. illustrate through role play, an understanding of the following:
   - Attitudes and core values of the profession.
   - Code of Ethics
   - Standards of Practice
8. recognize the differences in activities and occupations.
9. demonstrate therapeutic use of self (group/individual interactions) in achieving therapeutic goals.
10. describe the balance of performance areas in achieving health & wellness.
11. demonstrate an understanding of purposeful activities, health, wellness, and the prevention of disease and disability.
12. summarize health care in the United States.
13. discuss models of the health care system and regulatory agencies, and reimbursement methods/mechanisms.
14. describe service models, i.e. education, community, social systems, etc.
15. communicate professional viability through the roles of OTA practitioners in service delivery settings/areas.
16. identify emerging areas of practice per service models.
17. gain an understanding of theories, models of practice & frames of references that guide OT intervention and practice in service areas.
18. demonstrate professional responsibilities as OTA in the areas of:
   - a. educational components for OT.
   - b. State and national credentialing.
   - c. State and federal legislative regulatory bodies.
   - d. Development as a practitioner (professionally/personally)
   - e. Delivery of the OT intervention process.
   - f. Assisting the consumer in receiving OT services.
   - g. Advocacy for the profession and the consumer.
   - h. Accountability of services (record keeping/documentation).
   - i. Reimbursement mechanisms and methods.
   - j. Due process and appeals.
   - k. Contractual services.
19. plan and demonstrate a home assessment.
20. plan and demonstrate community activity.
21. use professional literature in clinical reasoning and decision-making.
To master this course, students are expected to perform on assignments, assessments and class activities to a minimum of 75% mastery. By ACOTE standards, the student will be able to:

B.1.2 Demonstrate knowledge and understanding of human development throughout the lifespan (infants, children, adolescents, adults, and older adults). Course content must include, but is not limited to, developmental psychology.

B.1.5 Articulate the ethical and practical considerations that affect the health and wellness needs of those who are experiencing or are at risk for social injustice, occupational deprivation, and disparity in the receipt of services.

B.1.6 Demonstrate knowledge of global social issues and prevailing health and welfare needs of populations with or at risk for disabilities and chronic health conditions.

B.2.1 Articulate an understanding of the importance of the history and philosophical base of the profession of occupational therapy.

B.2.4 Articulate the importance of balancing areas of occupation with the achievement of health and wellness for the clients.

B.2.5 Explain the role of occupation in the promotion of health and the prevention of disease and disability for the individual, family, and society.

B.2.8 Use sound judgment in regard to safety of self and others and adhere to safety regulations throughout the occupational therapy process as appropriate to the setting and scope of practice.

B.2.11 Identify interventions consistent with models of occupational performance.

B.3.1 Describe basic features of the theories that underlie the practice of occupational therapy.

B.3.2 Describe basic features of models of practice and frames of reference that are used in occupational therapy.

B.3.4 Discuss how occupational therapy history and occupational therapy theory, and the sociopolitical climate influence practice.

B.7.2 Identify the systems and structures that create federal and state legislation and regulations and their implications and effects on practice.

B.7.3 Demonstrate knowledge of applicable national requirements for credentialing and requirements for licensure, certification, or registration under state laws.

B.8.1 Articulate the importance of how scholarly activities and literature contribute to the development of the profession.
B.8.2 Effectively locate and understand information, including the quality of the source of information.

B.8.8 Demonstrate the skills to read and understand a scholarly report.

B.9.1 Demonstrate knowledge and understanding of the American Occupational Therapy Association (AOTA) *Occupational Therapy Code of Ethics and Ethics Standards* and AOTA *Standards of Practice* and use them as a guide for ethical decision making in professional interactions, client interventions, and employment settings.

B.9.2 Explain and give examples of how the role of a professional is enhanced by knowledge of and involvement in international, national, state, and local occupational therapy associations and related professional associations.

B.9.7 Identify and appreciate the varied roles of the occupational therapy assistant as a practitioner, educator, and research assistant.

B.9.8 Identify and explain the need for supervisory roles, responsibilities, and collaborative professional relationships between the occupational therapist and the occupational therapy assistant.

B.9.10 Identify strategies for analyzing issues and making decisions to resolve personal and organizational ethical conflicts.

B.9.13 Demonstrate professional advocacy by participating in organizations or agencies promoting the profession (e.g., AOTA, state occupational therapy associations, advocacy organizations).

**Required texts:**


**References/ Supplemental Materials:**


**Websites:**
www.aota.org
www.tbote.org
www.tota.org
www.nbcot.org

**Grading Sources:**
Midterm: 20%
Quizzes: 20%
Final: 25%
Project presentations: 20%
Assignments: 10%
Class Participation: 5%
Total: 100%

**Requirements for Each Grading Source Follows:**

**Midterm and Final examination:** 60-question midterm and 75-question Final, consisting of multiple-choice, true false, or fill in the blank questions related to coursework covered. There will be no make-up midterm or final test offered.

**Quizzes:** Quizzes will be given throughout the semester. Quizzes will consist of multiple choice questions that will be timed. Information on the amount of questions and times will be announced prior to the quiz. There will be no make-up quizzes offered.

**Class participation:** Class participation will be calculated using class attendance, participation in class discussions, professional dress, and professional conduct.

**Assignments:** Assignments are given after class when possible, and collected by the instructor on the next class session. Assignment collected after the class day will not be given credit. It is expected that the content be typed written for essays to receive credit.

**Project Presentations:** Students will present to the laboratory class a case scenario and occupational therapy intervention of an assigned topic. The students will be divided into groups
and present on the given day as stated on the course outline calendar. The use of technology is also required. This includes the digital video format, video editing, electronic storage, time limited presentation, and use of hand-outs for class participation. Unless formal documentation is presented to the instructor, there will be no make-up video presentation offered.

Grading System:

<table>
<thead>
<tr>
<th>GRADE</th>
<th>PERCENTILE</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93.0-100</td>
</tr>
<tr>
<td>B</td>
<td>84-92.9</td>
</tr>
<tr>
<td>C</td>
<td>75.0-83.9</td>
</tr>
<tr>
<td>F</td>
<td>74.9-0</td>
</tr>
</tbody>
</table>

This percentage system for letter grade assignment will be utilized for all reporting. Specific grade compilation will be explained in each course syllabus at the beginning of each semester. Grades will not be rounded.

In order to pass a course, a student must have a 75 (or above) average on both lecture and lab exams (at the time of completion. If either the lecture or lab exam average is below 75% the student will not pass the course.

A final course grade will not be assigned until all course work has been completed. Student will be assigned an incomplete until all work is submitted within the timeframe outlined by the instructor of record. If all assignments are not completed within the allotted time frame, and in accordance with HCC policy, the incomplete will convert to an F and student will have to withdraw from the program.

A grade of zero will be given for late assignments in this course. Extenuating circumstances should be discussed with the course instructor prior to the assignments due date.

**THE GRADE OF “D” IS NOT GIVEN IN THE HEALTH CAREERS DIVISION - OTHA PROGRAM.**

Any student receiving a F must withdraw from the OTA program, but may reapply for readmission the following year by following the outlined procedures in this handbook.

It is highly recommended that a student earning less than 75% in any exam seek individual tutoring from the course instructor and attend open lab sessions for review.
Students should refer to the health Sciences Division Policies and Procedures in this handbook for questions related to the assignment of grades, grade change policy, and grade appeals.

**Learning Experiences.**

Instructional methods are intended to stimulate, increase, and motivate the teaching and learning process. They may include reading, assignments, class demonstrations, oral and written reporting, small in and out class assignments, games, literature/journal research, interviews, media previews and reviews, lecture, group reporting, case studies role play, quizzes and exams.

**SCANS/ Tejas Skills:**

The Secretary's Commission on Achieving Necessary Skills (SCANS) identified Competencies in the areas of Resources, Interpersonal, Information, Systems, and Technology; and foundation skills in the areas of Basic Skills, Thinking Skills, and Personal Qualities. This course is part of a program in which each of these Competencies and Skills are integrated.

**Foundation:**

**F-1 Reading**
Independency read text, handouts, study guides, handouts, journal articles, internet sites and all materials attached to this course.

**F-2 Writing**
In class and out of class written and typewritten assignments. Take and complete quizzes and examinations attached to this course.

**F-5 Listening**
In course activities, peer discussions, oral presentations, team case studies, course media.

**F-6 Speaking**
Peer lead discussions, oral presentations to class, Case presentations.

**F-13 Responsibility**
Submitting assignments, participation and sharing in group projects.

**F-16 Self-Management**
Completing sections of assignments to be submitted in teams or small Groups. Getting to class timely, from breaks timely, & overall management of self, attitude, activities on a daily basis.

**F-17 Integrity/Honesty**
Assignment completion; citing references, etc.

**Competencies:**

**C-1 Allocates time**
Independent out of class projects, i.e. community service projects, team surveys, timely and correct submission of assignments, taking examines while pacing self and completing within the allotted time.

**C-5 Acquires/Evaluates Information**
Given case studies of various consumers and using assigned criteria, collect, retrieve, organize, evaluation, present and submit class reports.

C-7 Interprets/Comm. Information
Completion of assigned case studies. Completion and discussion of specific unit assignment questions.

C-9 Team participation
Case studies, intake projects, completion of surveys and peer/team lead discussion.

C-11 Serves clients & Customers
Simulated treatment teams and role play of interview and evaluation activities per assigned population/client/family/team/caregiver.

Policies:
All policies as noted in the OTHA Student Handbook must be followed. See Student Handbook for extensive listing of all policies presented within this syllabus.

Attendance, Exam, and Assignments.
Regular and punctual class and laboratory attendance is expected of all students. If attendance or compliance with other course policies is unsatisfactory, the instructor may withdraw students from the class. Refer to the OTHA Handbook for further details.

In this occupational therapy assistant program, each student is expected to:

1. Attend ALL on/off classes, labs, programs and community activities.
2. Report to classes, events and activities on time.
3. Sign in with name, initials and arrival time in classes and events/activities.
4. Notify instructors (min. 20 minutes) prior to the start of class if arriving late or absent.
   a. leave message per class - include name, day, date and expected time of arrival.
   b. leave message per class -- include name, day, date if absent.
5. Assume sole responsibility for materials/handouts/information covered when absent.
6. Approach faculty/staff for make-up assignment(s), when applicable.
7. Familiarize self with program/courses policy regarding absences and late class arrival.
8. Follow program/course policy regarding absences and late class arrival.
9. Withdraw from classes for non-attendance or excessive absences.

As per HCCS Policy, student may be dropped for excessive absences. Absences that equal to (or) > 12.5% of the hours of instruction are excessive. If the student is late to class X 4 times = 1 day absent.
Withdrawal.

It is the responsibility of each student to ensure that his or her name is removed from the roll should he or she decide to withdraw from the class. The instructor does, however, reserve the right to drop a student should he or she feel it is necessary. If a student decides to withdraw, he or she should also verify that the withdrawal is submitted before the FINAL WITHDRAWAL DATE. The student is also strongly encouraged to retain their copy of the withdrawal form for their records.

State law permits students to withdraw from no more than six courses during their entire undergraduate career at Texas public colleges or universities. With certain exceptions, all course withdrawal automatically counts towards this limit. Details regarding this policy can be found in the HCC college catalog.

Scholastic Honesty.

A student attending HCC assumes responsibility for conduct compatible with the mission of the college as an educational institution. Students have the responsibility to submit coursework that is the result of their own thought, research or self-expression. Students must follow all instructions given by faculty or designated college representatives when taking examinations, placement assessments, tests, quizzes, and evaluations. Actions constituting scholastic dishonesty include, but are not limited to, plagiarism, cheating, fabrication, collusion, and falsifying documents. Penalties for scholastic dishonesty will depend upon the nature of the violation and may range from lowering a grade on one assignment to an F in the course and/or expulsion from the college.

Student Discipline.

The policy as followed by Health Sciences Division and outlined in the HCC Student Handbook will be followed.

ADA Statement.

Any student with documented disability (e.g. physical, learning, psychiatric, vision, hearing, etc.) who needs to arrange reasonable accommodations must contact the Disability Service Office at the respective college at the beginning of each semester. Faculty is authorized to provide only the
accommodations requested by the Disability Support Office. If you have any questions, please contact the disability counselor at Coleman College at (713) 718-7082.

Safety Statement.

Houston Community College is committed to providing a safe and healthy environment for study and work. You are expected to learn and comply with HCC environmental, health and safety procedures and agree to follow HCC safety policies. Because some health and safety circumstances are beyond our control, we ask that you become familiar with the emergency procedures and campus safety plan map in each classroom.

Please note, you are expected to conduct yourself professionally with respect and courtesy to all. Anyone who thoughtlessly or intentionally jeopardizes the health or safety of another individual will be immediately dismissed from the day’s activity may be withdrawn from the class, and/or barred from attending future activities.