

Houston Community College System—Coleman College for Health Sciences

Occupational Therapy Assistant Program

OTHA 1301—Introduction to Occupational Therapy (CRN 47572)  
Summer 2013 (6133)

## COURSE SYLLABUS

### **Course Description:**

Introduction to the historical development and practice of occupational therapy. Emphasis on the roles and functions of the occupational therapy assistant in current health care environments including moral, legal, and ethical issues.

The development of persons interested in occupational therapy as health care providers is the focus of this course. Taught at the assistant level, health-medical terminology and interactions which include self-awareness and relationships with others are emphasized. Additionally, communication, decision making and problem identification/solving, understanding human behaviors/conditions/issues, as well as language, basic principles of occupational therapy are addressed.

### **Credit Hours:**

3 semester hours; (2 lectures, 4 labs) weekly

### **Pre-requisites:**

This is a required OTHA course. It is offered as a pre-requisite course prior to acceptance into the full-time day Occupational Therapy Assistant Program. While taking this course does not automatically assure admission into the OTHA Program; successful completion decreases the first semester course load of students who are accepted into the full-time day program.

### **Course Location:**

John B. Coleman Health Science Center  
1900 Pressler Street  
Houston, TX 77030  
Room 468

### **Instructor Information:**

Turquessa Francis, OTR, Ed.D  
John B. Coleman Health Science Center

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1900 Pressler Street  
Houston, TX 77030  
Office Location: 382  
Office Hours: Mondays: 12-2; Wednesdays: 9-11

**Contact Information:**

Email address: [turquessa.francis@hccs.edu](mailto:turquessa.francis@hccs.edu)  
Phone: 713.718.7392  
Program Secretary's Office: 713.718.7391

NOTE: Do not use this email address to submit assignments. The email provided is for communication purposes only.

**Class Day/Time:**

Thursdays/Saturdays: 8:00-2:20

**Course Grade Requirement:**

A minimum of 75 = C is required to successful complete this course. Grades of D are not given in this health science program, therefore, an overall grade of 0 – 74 will result in a letter grade of F.

**Grading System follows:**

93-100	A
85-92	B
75-84	C
0-74	F

**Relationship to Program's Curriculum Design:**

An introductory course, covering generic health care information as well as specific occupational therapy content, including language, practice settings, roles, services models, as well as communication, interpersonal and intrapersonal relationship skills. The ART of the profession is emphasized.

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**Instructor's Statement**

This instructor has the right to modify course content and schedules to support student mastery of course content and professional/ personal empowerment and success.

**Course Objectives**

To master this course, students are expected to perform on assignments, assessments and class activities to a minimum of 75% mastery. Students will:

1. Use oral, written and non-verbal communication skills
2. Use basic computer skills
3. Use APA format with written assignments
4. Define, spell and use basic medical terminology.
5. Demonstrate logical thinking, decision making and problem solving.
6. Demonstrate an understanding of and knowledge of self-awareness.
7. Discuss health related values, perspective and behavioral patterns of health care workers and consumers.
8. Demonstrate and understand of the effects of health, disability, and disease processes of family members and society.
9. Explain roles and lifestyles choices in society in person regarding diversity factors. Socio-economics and socio-cultural context.
10. Use time management principles in prioritized schedules, course, and workloads.
11. Demonstrate therapeutic use of self in individual and group interactions.
12. Observe report and interpret non-verbal communication.
13. Demonstrate active listening and observation skills.
14. Demonstrate an understanding of approaches used in resolving personal and ethical conflicts.
15. Define occupational therapy.
16. Describe the important points in the philosophy of occupational therapy.
17. Summarize the history of occupational therapy.
18. Demonstrate teaching –Learning skills in using an OT method of teaching.
19. Explain the roles and functions of OT practitioner in practice setting
20. Demonstrate an appreciation of arts and crafts as occupations.
21. Demonstrate an understanding of documenting medical records.

**Additional Objectives:**

- Orientation- course, campus and services available to students.
- Gain knowledge of library services–locating research info. Service engines

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**Required Textbooks/Readings:**

American Occupational Therapy Association. (2010). *Occupational therapy code of ethics and standards*. Baltimore, MD: Author.

Collins, E.E., & DePetris, A. (2011). *A short course in medical terminology* (2<sup>nd</sup> ed.). New York, NY: Lippincott Williams & Wilkins.

Milliken, M.E., & Honeycutt, A. (2004). *Understanding human behavior: A guide for health care providers* (7<sup>th</sup> or 8<sup>th</sup> ed.). New York, NY: Delmar Cengage Learning.

**Reference/ Supplemental Text:**

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (5th ed.). Washington, DC: Author.

Anderson, L. & Malaski, C. (1999). *Occupational therapy as a career*. Philadelphia, PA: F.A. Davis.

Chafee, B., & Hussey, S.M. (1998). *Introduction to occupational therapy* (2<sup>nd</sup> ed.). St. Louis, MO: Mosby, Inc.

Davis, C. (2006). *Patient practitioner interaction* (4<sup>th</sup> ed.). Thorafare, NJ: Slack, Inc.

Punwar, A., & Peloquin, S. (2000). *Occupational therapy: Principle and practice* (3<sup>rd</sup> ed.). Baltimore, MD: Lippincott Williams, & Wilkins.

Sladyk, K., & Ryan, S. (2005). *Ryan occupational therapy assistant: Principles, practice issues and techniques* (4<sup>th</sup> ed.). Thorafare, NJ: Slack, Inc.

**Websites:**

<http://www.aota.org>

<http://www.tota.org>

<http://owl.english.purdue.edu/owl/resource/560/01/>

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**Grade Sources:**

Midterm: 25%

Quizzes: 20%

Class Participation: 10%

Community Service: 15%

Final Exam: 20%

Final Paper: 10%

A final grade will be calculated from the combination of a midterm, five quizzes, class participation, a community service project, final exam, and a final paper. **NO MAKE-UP FOR EXAMS OR QUIZZES.** Please follow online instructions and timeframes to complete exams, quizzes, and assignment submission. **If there are questions regarding the submission of grading material, please allow yourself enough time to obtain clarification on submission procedures to ensure you receive credit for assignments.**

Requirements for each grading source follows:

Midterm: 50-question midterm consisting of multiple-choice, true false, and fill in the blank questions related to coursework covered. Study-guide will be provided.

Quizzes: five 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.

Class Participation: class participation will be calculated using class attendance, participation in class discussions, class presentations, and posting online assignments as scheduled by professor.

Community Service: in this class students are required to complete 16 hours of community service in an assisted living facility or community based facility. Students make the initial contact by locating a facility, speaking with a representative who can approve the hours. **Obtain approval from the instructor prior to starting the services.** A site with an occupational therapist or occupational therapy assistant is preferable, but not required. Attendance logs will be collected weekly during this community service project and will count towards your grade. No more than one excused absence is allowed on the scheduled day at your community service site. This day will need to be made up during the week, with approval of the site supervisor and professor. There will also be weekly assignments based on readings to be completed while at the facility. Collectively, attendance and weekly writing assignments will be used to determine your grade.

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Final Exam: 100-question final consisting of multiple-choice, true-false, and fill in the blank questions related to coursework covered. Study-guide will be provided.

Final Paper: A 5-page paper, typed, doubled space, following APA format will be completed. The topic will be related to trends in healthcare based on readings in Section VIII, Trends in Healthcare, of the required reading, *Understanding Human Behavior: A guide for health care providers*. Students are required to choose three topics of interest to provide to the professor. The professor will approve one of the topics and the student will write a paper based on the topic approved by the professor. A grading rubric will delineate the expectations of the paper for grading purposes.

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**SCANS/Tejas Skills:** The Secretary's Commission of Achieving Necessary Skills

SCANS) assessed in this course will include:

F-1 Reading	<ul style="list-style-type: none"><li>Independently read workbook assignments, chapter units from textbook and reference materials as required in this course. (see syllabus/calendar)</li></ul>
F-2 Writing	<ul style="list-style-type: none"><li>Independently write in workbooks, build and edit medical terminology words from correct terminals. Write or type in class. TYPE <b>ALL out of class assignments.</b> Write on quizzes and examination booklets. Use spelling, grammar and sentence structure, correctly.</li></ul>
F-5 Listening	<ul style="list-style-type: none"><li>Listen to all lectures, oral instructions, medial assignments, role-play instructions and participate in small and large group activities.</li></ul>
F-6 Speaking	<ul style="list-style-type: none"><li>Give oral presentations, participate in peer teaching activities and class discussions. Practice assertive skills; participate in group activities in and out of class, as well as role-play and presentation activities.</li></ul>
F-9 Decision Making/ Problem Solve	<ul style="list-style-type: none"><li>Determine long and short term goals/objectives. Select activities, evaluate, critique and receive feedback. Individual and group teaching projects, as well as build words from correct word terminals, word endings using rules that apply.</li></ul>
F-11 Know how to Learn	<ul style="list-style-type: none"><li>Apply teaching and learning principles, demonstrating adult applications</li><li>Complete all assignments, independently, unless otherwise instructed.</li></ul>
F-17 Honesty/Integrity	<p>Cite actual sources and resources, giving credit for work appropriately by adding written reference pages to assignments. Provide construction feedback to group members. Be willing to introspectively look at oneself during completion of interpersonal relationship/therapeutic use of self activities. Document independent study activities, factually.</p>
C-10 Teaches others	<ul style="list-style-type: none"><li>Demonstrate through application an assisted teaching activity. Engage in peer teaching in classroom setting. Formulate long and short term treatment goals. Demonstrate created activities; evaluate and obtain feedback.</li></ul>

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**Course Expectations:**

**1. Print all necessary materials for classes and assignments BEFORE class and community service.**

2. Read and follow course syllabus and class calendar.

3. Purchase required workbook, textbook and handouts, bringing on campus as assigned.

4. Attend all lecture and lab class periods.

5. Community service hours

6. Prepare for and participate in ALL assignments, (in and out of class).

7. Typewrite ALL out of class assignments. Handwriting unacceptable & = grade of 0.

8. Use a cover sheet for submitting class assignments. (Sample provided)

9. Follow classroom, course, building, program and college policies and procedures.

10. Participate in a variety of in/out of class experiences to support learning.

11. Submit ALL on due dates.

12. Use black ink only when writing assignments in class or testing.

13. Correct errors on all written assignments / paperwork per “established protocol”. (TBA)

14. Take responsibility throughout the teaching-learning process in this course.

15. Notify of absences prior to the start of class. (by phone: minimum of (30) minutes).



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16. Avoid “collusion”, scholastic dishonesty in any form, online & in classroom.

17. No make-up on quizzes.

**Academic Honesty**

Students are responsible for conducting themselves with honor and integrity in fulfilling course requirements. Academic (scholastic) dishonesty includes but is not limited to, cheating on a test, plagiarism and collusion. Possible punishments may include a grade of 0 or F on the particular assignment, failure of the entire course, dismissal from the program and/or dismissal for the college system. Please refer to the HCCS Student Handbook for the complete policy.

**ADA Statement:**

Any student with a 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 or Donna Price at 713.718.5165.