



Houston Community College System—Coleman College for Health Sciences
Occupational Therapy Assistant Program
OTHA 1301—Introduction to Occupational Therapy
CRN# 41459 41716 Term: 6152—Year: 2015
Coleman 16 Weeks
Distance Education

COURSE SYLLABUS

Primary Instructor: Turquessa Francis, OTR, Ed.D

Instructor Information:

Name: Turquessa Francis, OTR, Ed.D

Office Location: Coleman, HSC, Room 382

Contact: Office—713-718-7392

Email: turquessa.francis@hccs.edu (preferred method of communication)

Office Hours: Tuesday 9-1; Thursdays 9-1 (or by appointment)

Class Times: Online via Eagle Online

Please feel free to contact me concerning any problems that you are experiencing in this course. You do not need to wait until you have received a poor grade before asking for my assistance. Your performance in my class is very important to me. I am available to hear your concerns and just to discuss course topics.

NAME OF COURSE:

OTHA 1301

Introduction to Occupational Therapy

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 career environments including moral, legal, and ethical issues.

PREREQUISITES:

None



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SCANS

The Secretary's Commission on Achieving Necessary Skills (SCANS) from the U.S. Department of Labor was asked to examine the demands of the workplace and whether our young people are capable of meeting those demands. Specifically, the Commission was directed to advise the Secretary on the level of skills required to enter employment. In carrying out this charge, the Commission was asked to do the following:

- Define the skills needed for employment,
- Propose acceptable levels of proficiency,
- Suggest effective ways to assess proficiency, and
- Develop a dissemination strategy for the nation's schools, businesses, and homes.

SCANS research verifies that what we call workplace know-how defines effective job performance today. This know-how has two elements: competencies and a foundation. This report identifies five competencies and a three-part foundation of skills and personal qualities that lie at the heart of job performance. These eight requirements are essential preparation for all students, whether they go directly to work or plan further education. Thus, the competencies and the foundation should be taught and understood in an integrated fashion that reflects the workplace contexts in which they are applied.

The five SCANS workplace competencies identified by the Commission are the following:

Resources—An ability to identify, organize, and allocate time, money, materials, space, and people. Emphasize planning skills in relation to preparing, working, and completing assignments.

Interpersonal—Skills to participate as a member of a team, teach others, serve customers, exercise leadership, negotiate, and work with others possessing diverse backgrounds.

Information—An ability to acquire, organize, evaluate, interpret, and communicate information along with using computers to process information.

Systems—An understanding of social, organizational, and technological systems; an ability to monitor and correct performance; a competence in the design and improvement of systems

Technology—The knowledge and skill to select equipment and tools, apply technology to specific tasks, and maintain and troubleshoot software and hardware.



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The three SCANS foundation skills identified by the Commission are the following:

Basic Skills—Reading, writing, listening, and speaking.

- Independently read workbook assignments, chapter units from textbook and reference materials as required in this course. Read all lectures, oral instructions, assignments, role-play instructions and participate in small and large group activities.
- Independently write in workbooks, build and edit medical terminology words from correct terminals. Write or type in class. **TYPE ALL out of class assignments.** Use spelling, grammar and sentence structure, correctly.

Thinking Skills—Creative thinking, decision making, problem solving, seeing things in the mind's eye, knowing how to learn, and reasoning.

- 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.

Personal Qualities—Responsibility, self-esteem, sociability, self-management, and integrity.

- Complete all assignments, independently, unless otherwise instructed.
- Apply teaching and learning principles, demonstrating therapeutic applications.
- Demonstrate through application an assisted teaching activity. Engage in peer teaching in online classroom setting. Demonstrate created activities; evaluate and obtain feedback.
- 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.



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LEARNING OUTCOMES:

The Student will be able to:

1. Define occupational therapy.
2. Identify the education, roles, and functions of occupational therapy personnel.
3. Define health care/medical terminology.
4. Identify health care setting in which occupational therapy practitioners provide intervention.
5. Display an understanding of human behavior, effective communication skills, conditions, issues, language, and basic principles of occupational therapy and the effect of these factors on the provision of occupational therapy services.

CREDIT HOURS:

3 semester hours; (2 lecture, 4 lab) weekly

COURSE GRADE REQUIREMENT:

A minimum of 75 = C is required to successfully complete this course. A grade of D is 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
84-92	B
75-83	C
74-0	F

INSTRUCTOR'S STATEMENT

This instructor has the right to modify course content and schedules to support student mastery of course content.



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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. Establish an understanding of the importance of the history and philosophical base of the profession of occupational therapy. B.2.1
2. Establish an understanding of the role of the occupational therapy assistants and occupational therapists in the screening and evaluation process along with the importance of and rationale for supervision and collaborative work between the occupational therapy assistant and occupational therapist in that process. B. 4.5
3. Describe the contexts of health care, education, community, and the social systems as they relate to the practice of occupational therapy. B.6.1
4. Effectively locate and understand information, including the quality of the source of information. B.8.2
5. 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 interaction, and occupational therapy practice. B.9.1
6. Demonstrate knowledge and understanding of the structure and function of the human body to include the biological and physical sciences. B.1.1
7. Demonstrate the effective use of medical terminology as part of the basic written and verbal communication skills necessary for occupational therapy assistants. B. 1.1
8. Articulate the ethical and practical considerations that affect the health and wellness of those who are experiencing or are at risk for social injustice and disparity in the receipt of services. B. 1.4
9. Understand the meaning and dynamics of occupation and activity, including the interaction of areas of occupational, performance skills, performance patterns, activity demands, context(s) and environments, and client factors. B.2.2
10. Articulate the importance of balancing areas of occupation with the achievement of health and wellness for the clients. B. 2.4
11. Explain the role of occupation in the promotion of health and the prevention of disease and disability for the individual, family, and society. B. 2.5
12. Understand the effects of heritable diseases, genetic conditions, disability, trauma, and injury to the physical and mental health and occupational performance of the individual. B. 2.6



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13. 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. 2.8
14. Describe basic features of the theories that underlie the practice of occupational therapy. B.3.1
15. Demonstrate skills of collaboration with occupational therapists, other health care professionals, patients, caregivers with therapeutic interventions. B.5.25., B. 5.28
16. Demonstrate proficient written and non-verbal communication skills.
17. Use APA format with written assignments.

REQUIRED TEXTBOOKS/READINGS:

- Gyls, B.A. & Masters, R.M. (2015). *Medical Terminology Express* (2nd ed.). Philadelphia, PA: F.A. Davis.
- Drench, M.E., Noonan, A.C., Sharby, N., Ventura, S.H. (2012). *Psychosocial aspects of health care* (3rd ed.). San Francisco, CA: Pearson.

REFERENCE/ SUPPLEMENTAL TEXT:

- American Occupational Therapy Association. (2010). *Occupational therapy code of ethics and standards*. Baltimore, MD: Author.
- American Occupational Therapy Association. (2014). Occupational therapy practice framework: Domain and process (3rd ed.). *American Journal of Occupational Therapy*, 62, 625-683.
- 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* (2nd ed.). St. Louis, MO: Mosby, Inc.



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WEBSITES:

<http://www.aota.org>
<http://www.tota.org>
<http://owl.english.purdue.edu/owl/resource/560/01/>

GRADE SOURCES:

Midterm: 25%
Quizzes: 15%
Class Participation: 10%
Community Service: 15%
Final Paper: 10%
Final Exam: 25%

A final grade will be calculated from the combination mentioned above of a midterm, quizzes, class participation, a community service project, a 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: multiple-choice and true false questions related to coursework covered.

Quizzes: quizzes will be given throughout the semester. Quizzes will consist of multiple choice and true/false questions. 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 online class discussions and posting 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, medical, pediatric, or community based facility. Students



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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 and assignments will be collected at specified times indicated on the course site and will count towards the community service component of your final grade. Collectively, attendance and community service assignments will be used to determine your grade.

Final Exam: multiple-choice and true-false questions related to coursework covered.

Final Paper: A 5-page paper, typed, doubled space, following APA format will be completed. Students will be provided with information on the topics that are available to choose from to complete the paper. Students will choose three topics of interest from the list provided by the professor. The professor will approve one of the three 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.

CLASS ATTENDANCE PROTOCOL:

As stated in the HCC Catalog, all students are expected to attend classes regularly. Students in DE courses must log in to their Eagle Online class or they will be counted as absent. Just like an on-campus class, your regular participation is required.

Although it is the responsibility of the student to withdraw officially from a course, the professor also has the authority to block a student from accessing Eagle Online, and/or to withdraw a student for excessive absences or failure to participate regularly. DE students who do not log into their Eagle Online class before the Official Day of Record will be automatically dropped for non-attendance. Completing the DE online orientation does not count as attendance.

QUIZZES/EXAMS PROTOCOL:

Quizzes and exams are completed to ensure that students possess the necessary knowledge to master the objectives of this course. Mastery of the objectives is the first step in displaying the knowledge base for successful completion of future occupational therapy coursework. Therefore, it is imperative that the protocol is followed to ensure academic honesty with the completion of these assessment measures.

With the completion of quizzes and exams, students are required to download **Respondus** on your computer as indicated in Eagle Online. Respondus behaves like any browser you use such



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as Internet Explorer, Firefox, Safari, etc. You will use this browser to log into Eagle Online to take your exams. Do not minimize the screen and open other website when you are taking your exams. The system will time you out. Additional instructions to download the Respondus Browser will be announced in Eagle Online. The computers at the Coleman Campus in the computer lab all have the Respondus Browser.

Midterm and Final Exam will be proctored. As with the quizzes, exams will be open-book. But, the exams must be completed at a proctored site under the supervision of an approved proctor. A proctor form will be provided to secure a proctor for those outside the HCC area. For students in the HCC area, exams are proctored at the Administration Building located at 3100 Main Street. Information will be provided to students who are having difficulty finding a proctor site.

WITHDRAWAL/INCOMPLETES.

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. 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. For the Spring 2015 semester, the final date to withdraw is March 30, 2015. It is the student's responsibility to ensure that the withdrawal process is completed in a timely manner and is completed by the deadline as indicated by Student Services and the Registration Departments.

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 count towards this limit. Details regarding this policy can be found in the HCC college catalog.

INCOMPLETES ARE NOT PROVIDED IN THIS COURSE.

STUDENT SERVICES

The **Distance Education Student Handbook** contains policies and procedures unique to the DE student. Students should have reviewed the handbook as part of the mandatory orientation. It is



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the student's responsibility to be familiar with the handbook's contents. The handbook contains valuable information, answers, and resources, such as DE contacts, policies and procedures (how to drop, attendance requirements, etc.), student services (ADA, financial aid, degree planning, etc.), course information, testing procedures, technical support, and academic calendars. Refer to the DE Student Handbook by visiting this link:

<http://de.hccs.edu/de/de-student-handbook>

COURSE EXPECTATIONS:

1. Read and follow course syllabus and class calendar.
2. Purchase required textbooks and download provided articles/handouts.
3. Prepare for and participate in ALL assignments, (in and out of class).
4. Typewrite ALL out of class assignments. Handwritten assignments will not receive credit.
5. Follow classroom, course, program and college policies and procedures.
6. Participate in a variety of in/out of class experiences to support learning.
7. Submit ALL assignments on due dates for credit.
8. Take responsibility throughout the teaching-learning process in this course.
9. Avoid “collusion”, scholastic dishonesty in any form, online & in classroom.
10. No make-up on quizzes or exams.



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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 Dr. Patricia Ugwu (713)718-7082.