LBCC Occupational Therapy Assistant Program

OTA 120 Occupational Therapy Foundations

Course Syllabus

Fall Term 2021

**Day/Time:** Tuesdays & Thursdays

1:00pm – 2:50pm

**CRN #:** 23793

**Location:** Tuesdays in-person at HOC 120 for traditional students

Thursdays online (see Zoom info below)

**Class Zoom ID:** 982 5284 7414

**Instructor:**

·         Name:                               Emily Lorang, COTA/L

·         Office Hours:             Wednesdays 1:00-3:00 pm or by appointment

·        Office Location:             Zoom personal ID: 486 823 3098

·         Phone Number:            541-918-8831

·         Email Address:               lorange@linnbenton.edu

**Resource(s):**

·         Required:

1. Sladyk, K. & Ryan, S. (2015). Ryan’s occupational therapy assistant: Principles, practice issues, and techniques. (5th Ed.). Thorofare, NJ: SLACK Incorporated.
2. Occupational Therapy Practice Framework: Domain and Process (4th Ed.). AOTA Press 2020
3. Occupational Therapy Quick Reference Guide (supplemental)

**Course Prerequisite(s):**

Admission into the OTA Program

**Course Description:**  This course provides an introduction to and foundation for the field of occupational therapy. It includes an overview of the history and philosophy of the profession, the basic theories that underlie its practice, and the role of occupation in the achievement of health and wellness. It explores the profession’s practice framework, scope of practice, and standards of practice, as well as ethical and legal issues that pertain to the field. It emphasizes the roles and responsibilities of the occupational therapy assistant as a practitioner, advocate, educator, and research assistant, as well as the professional relationship between the occupational therapy assistant and the occupational therapist. Students explore the concepts of environmental protection, human safety, and patient rights.

**ACOTE Standards:** This course meets the following 2018 ACOTE standards: B.2.2, B.3.1, B.3.2, B.3.4, B.3.7, B.4.4, B.4.24, B.5.5

**Course Learning Outcomes:**

1. Demonstrate an understanding of the history and philosophy of occupational therapy.
2. Describe the basic features of the predominant theories that underlie the practice of occupational therapy and the predominant models and frames of reference that are used.
3. Explain the role of occupation in the achievement and maintenance of health and wellness.
4. Demonstrate a basic understanding of and appreciation for the various roles of the occupational therapy assistant, including advocate, educator, practitioner, team member, and research assistant.
5. Delineate roles of the occupational therapist and occupational therapy assistant. Explain the importance of there being a collaborative professional relationship between therapist and assistant.
6. Demonstrate a basic understanding of and appreciation for the various responsibilities of the occupational therapy assistant, including knowledge of the profession’s Scope of Practice and Standards of Practice.
7. Describe the elements of the profession’s Code of Ethics and Core Values & Attitudes of Occupational Therapy Practice. Utilize this information for ethical decision-making.
8. Demonstrate an understanding of legal issues that pertain to the practice of occupational therapy, including environmental protection, human safety, and patient rights.

**Learning Activities:** Completing reading and writing assignments.  Listening to lectures.  Participating in group discussions and activities.

**Grading Criteria:**

1. Discussion Boards (4) 25%
2. Quizzes (4) 25%
3. Midterm Exam 20%
4. Final Exam 30%

**Grading Scale:**

90 – 100 points = A

80 – 89 points = B

75 – 79 points = C

< 75 points = Fail

Class Schedule

**\*Schedule is subject to change\***

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| Week | Date | Topic | Assignment | Assessment |
| 1 | 9/28/21 | Introduction to the Course  Introduction to the Field of OT | Ryan Ch 1&2 |  |
| 9/30/21 | OT History Cont.  OT Philosophy | Ryan Ch 3  Reading in Week 1 Folder | **Quiz 1 open 10/1 @ 9am, closes 10/5 @ 10am** |
| 2 | 10/5/21 | OT Practice Framework: Intro and Domain | Ryan Ch 5 (pgs. 49-52) & Ch 9  OTPF-IV pgs. 1-17 (stop at Process), Tables 2-7 |  |
| 10/7/21 | OT Practice Framework: Domain cont. | Cont. above | **Discussion Board #1:**  **Open 10/7 @ 3:00 pm, closes 10/12 @ 10:00 am** |
| 3 | 10/12/21 | OT Practice Framework: Process | Ryan Ch 5 (pgs. 52-55)  Ryan Ch. 8  OTPF-IV pgs. 17-28 & Table 10 |  |
| 10/14/21 | OT Practice Framework: Process cont. | Cont. above | **Quiz 2 open 10/15 @ 9 am, closes 10/19 @ 10 am** |
| 4 | 10/19/21 | OT/OTA Scope of Practice  OTA/OT Relationship, Roles, and Supervision | AOTA: Scope of Practice  AOTA: Guidelines for Supervision  Ryan Ch **43** |  |
| 10/21/21 | OT Standards of Practice  Roles/Supervision in Oregon | AOTA: Standards of Practice  OTLB Website | **Discussion Board #2 opens 10/21 @ 3:00 pm, closes 10/27 @ 10:00 am** |
| 5 | 10/26/21 | Review |  |  |
| **10/28/21** | **MIDTERM EXAM** | | |
| 6 | 11/2/21 | Overview of Frames of Reference, and Models of Practice  \*Mashelle Co-Lecturing | Ryan Ch 7 |  |
| 11/4/21 | Theories, Frames of Reference, and Models of Practice cont. | Ryan Ch 7 cont.  (Check Moodle for additional readings) | **Quiz 3 open 11/5 @ 9 am, closes 11/10 @10 am** |
| 7 | 11/9/21 | Introduction to Evidence-Based Practice/Understanding Research | Ryan Ch 40-41 | **Discussion Board #3 open 11/9 @ 3 pm, closes 11/16 @ 10 am** |
| **11/11/21** | **NO CLASS - In observance of Veteran’s Day** | | |
| 8 | 11/16/21 | Legal Matters: HIPAA  Ethical Matters: Responsibilities | Ryan Ch 45  AOTA Code of Ethics |  |
| 11/18/21 | Guest Speaker: Nancy Schuberg from the OTLB  Activity Analysis Overview | Ryan Chapter 6 | **Quiz 4 open 11/19 @ 9 am, closes 11/23 @ 10 am** |
| 9 | 11/23/21 | Introduction to Critical Thinking/Clinical Reasoning | Article(s) in Week 8 Folder | **Discussion Board #4 open 11/23 @ 3 pm, closes 11/30 @ 10 am** |
| **11/25/21** | **NO CLASS - In observance of Thanksgiving and Native American Heritage Day** | | |
| 10 | 11/30/21 | Health Promotion and Disease Prevention | Ryan Ch 36  AJOT Article in Week 10 Folder |  |
| 12/2/21 | Review |  |  |
| 11 | **12/9/21** | **FINAL EXAM (Comprehensive)** | | |

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**Diversity Statement:**

The LBCC community is enriched by diversity. Each individual has worth and makes contributions to create that diversity at the college. Everyone has the right to think, learn, and work together in an environment of respect, tolerance, and goodwill.

**Services to Students with Disabilities Statement:**

LBCC is committed to inclusiveness and equal access to higher education. If you have approved accommodations through the Center for Accessibility Resources (CFAR) and would like to use your accommodations in this class, please contact your instructor as soon as possible to discuss your needs. If you think you may be eligible for accommodations but are not yet registered with CFAR, please visit the [**CFAR Website**](https://www.linnbenton.edu/cfar) for steps on how to apply for services. Online course accommodations may be different than those for on-campus courses, so it is important that you make contact with CFAR as soon as possible.

**Philosophy on Attendance and Participation:**

See Occupational Therapy Assistant Student Manual

**Policy on Late Assignments and Missed Examinations:**

See Occupational Therapy Assistant Student Manual

**Policy on Academic Integrity:**

See Occupational Therapy Assistant Student Manual

**This syllabus is subject to change.**

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**General Course Expectations**

**Course Questions:** General questions pertaining to the course should be posted in ***The*** ***Virtual Office*** forum in Moodle, in case there are other students with the same question. This allows the instructor to answer the question one time for everyone instead of multiple times. If you have a personal question or one that does not pertain to the course, please contact the instructor via email for the timeliest response as **email is the instructor’s preferred method of communication**. Please allow 24-48 hrs. for the instructor to respond to email, particularly on weekends.

**Preparation:** Regular on-time attendance and reliable technology are also essential components for successful engagement and participation. Assigned reading for the week should be completed prior to Tuesday’s class in order to allow us to actively engage with the material during class. Please ensure that youhave the required technology in place and in good working order at the beginning of each term, per the OTA bulletin. Frequently tardiness or absence due to chronic technology issues could negatively impact your overall grade in this course.

**Attendance:** Students will be required to record their attendance in the Chatbox in Zoom upon logging in to class. This will timestamp your attendance for the instructor.

**Inclement Weather Policy (Fall Term 2021):** In the event that there is inclement weather and the LBCC Albany Campus is **CLOSED**, all online OTA classes will be canceled for that day. Instructors will post an announcement in their course regarding whether or not an alternate assignment or a video lecture will be assigned. Students are responsible for checking their email, course announcements, and the LBCC website for notifications regarding inclement weather.

**Cell phones:** Cell phones must be turned off, silenced, or set to “vibrate” during lectures. If there is an emergency and you need to take a call, please excuse yourself from class so as to not distract your classmates.

**Food in class and lab:** Please refrain from eating **during lecture and lab** (this applies to both traditional and DE students). Beverages are permitted in class and **water only** is permitted inside the lab.

[Wear a mask or face covering](https://www.linnbenton.edu/about-lbcc/administration/policies/board-policies-and-administrative-rules/covid-19/ar-5095-07-t.php) indoors at all times. Your mask or face covering must be properly worn (fully covering nose and mouth and tight-fitting). Mesh masks, face shields, or face covering that incorporates a valve designed to facilitate easy exhalation are not acceptable. If you have a medical condition or a disability that prevents you from wearing a mask or cloth face covering, you must obtain an accommodation from CFAR (Center for Accessibility Resources) to be exempt from this requirement. ***State guidelines do not limit*** class size. Physical distancing accommodations can be made upon request and cleaning supplies are also available for personal use.

**Policy on Constructive Discourse:** In this class, there may be times when you disagree with opinions being expressed. It is important that you respond to these opinions in an appropriate, respectful, and professional manner. Healthy disagreement and discussion are a central component of this class and are encouraged, but must be done so on a professional and constructive basis.

**Assignments:** All written assignments for our course are submitted electronically via the corresponding assignment link in Moodle on or before the due date listed in the syllabus ***unless otherwise noted***. Please read the following instructor expectations for assignments:

* Name, course number and course name, and term in the ***upper left-hand corner*** of the document (template provided). Assignments without a name will be subject to an automatic point deduction of **10%.**
* Files saved and named according to the following example: Lastname\_Firstname\_Nameofassignment\_W21 (i.e. Painter\_Mashelle\_Assignment1\_W21)
* MS Word (97 or higher) is the format of written assignments to enable the instructor to make comments directly into the document. Assignments submitted in all other formats (PDF, Google Docs, JPEG, OpenOffice, RTF, WordPad, Pages, etc.) will receive an automatic point deduction of **10%**.
* The required font size for all written assignments is 12pt. Calibri or Arial with 1” margins and double-spaced (unless otherwise noted).
* Assignment revisions may be resubmitted if completed **BEFORE** the due date. Late assignments will not be accepted per the OTA Student Manual.
* Research papers (if assigned) are to be formatted in accordance with APA guidelines. Students are encouraged to utilize resources such as the Publication Manual of the American Psychological Association, online writing labs, or the Learning Center to assist them with these assignments.

**Quizzes/Exams:** Our goal is to help shape you and prepare you for the profession. While quizzes and exams help prepare you for the knowledge you need, seeking out information and problem-solving help prepare you for the clinical reasoning skills that you need to be successful. One way that I can help you develop these skills is to coach you in the various ways you can learn the information. That is why, before I meet with students regarding individual questions from quizzes or exams, I ask that you employ the following strategies first:

* When reviewing the quiz, note the questions that you answered incorrectly and then see if you can locate the correct answer in the readings
* If you still cannot locate the answer, ask if a classmate would be willing to discuss the question(s) with you

**OR**

* Ask your study group if you can review the quiz together. Have a discussion about how your classmates arrived at the correct answer.

There is incredible richness and value in taking the time to have these conversations to augment your learning. As Instructor, I am not the only source of information. If (after you have gone back through the reading and met with a classmate or your study group) you still cannot find the answer, please contact me to set up an appointment and I will be happy to meet with you. Also, please know that I am human and subject to error. On those occasions that there is a mistake on the quiz or exam, I am committed to making it right so that it is equitable for everyone.

**Zoom Video Conferencing:** Use of the chat window in Zoom is only allowed for recording attendance or reporting a technical issue to the instructor. Students should plan to stay on camera during class unless otherwise instructed.