COURSE INFORMATION FORM

DISCIPLINE
Occupational Therapy Assistant

COURSE TITLE
Introduction to Occupational Therapy

CR.HR 2  LECT HR. 2  LAB HR.  0  CLIN/INTERN HR. 0  CLOCK HR. 0

CATALOG DESCRIPTION
Introduction to the history, philosophy and practice of occupational therapy. Exploration of diversity and the role it plays in health care.

PREREQUISITES
None.

EXPECTED STUDENT OUTCOMES IN THE COURSE (ESO)

Upon completion of this course, the student will be able to:
1. Describe the importance of the history and philosophical base of occupational therapy.
2. Explain the role of sociocultural, socioeconomic, global social, diversity factors and lifestyle choices in contemporary society.
3. Articulate the influence of social conditions and the ethical context in which humans choose and engage in occupations.
4. Articulate the ethical and practical considerations affecting health and wellness for individuals at risk for disparity in services and social injustice.
5. Define the difference and the meaning among occupation, activity and purposeful activity.
6. Explain to the consumer, potential employers and the general public the unique nature and value of occupation.
7. Explain the importance of the balance of performance areas to the achievement of health and wellness.
8. Explain the role of occupation in the promotion of health and the prevention of disease and disability.
9. Identify contexts of health care, education, community and social systems as they relate to OT.
10. Explain the implications, effects and requirements for credentialing of federal and state regulatory and legislative bodies on practice.
11. Articulate the role of the practitioner to advocate for changes in delivery systems and policies and opportunities in emerging areas of practice.
12. Explain AOTA’s Code of Ethics, Core Values and Attitudes of OT and AOATA Standards of Practice.
13. Define the functions and influence of and importance for involvement in the national, state and local OT associations and other related professional associations.
14. Demonstrate the ability to promote OT by educating other professionals, consumers, third-party payers and the public.
15. Explain the varied roles of the OTA as a practitioner, educator, advocate and research assistant.
16. Describe the importance of supervisory roles and responsibilities as well as professional relationships between the OT and OTA.
17. Describe approaches to use in resolving personal and organizational ethical conflicts.
GENERAL EDUCATION OUTCOMES (ESO)
Specify which general education outcomes, if any, are substantially addressed by the course. Numbers in parentheses identify the Expected Student Outcomes linked to the specific General Education Outcome.

PROGRAM-LEVEL OUTCOMES

CAREER AND TECHNICAL EDUCATION PROGRAM OUTCOMES
Specify which Career and Technical program outcomes, if any, are substantially addressed by the course by completing the “Career and Technical Education template” to show the relationship between course and program outcomes to assessment measures.

1. Apply foundational science, humanities, and OT content to practice
2. Integrate and articulate knowledge of basic tenets of OT
3. Conduct screenings and evaluations related to occupational performance as appropriate with diverse populations
4. Demonstrate knowledge of contexts of service delivery and OTA role in management
5. Demonstrate appreciation for ethics and values of the profession of OT

CLASS-LEVEL ASSESSMENT MEASURES
Student accomplishment of expected student outcomes will be assessed using the following measures. (Identify which measures are used to assess which outcomes.)

Written Exams and Quizzes (1-17)
Written Assignments (4, 5, 6, 14)
Individual instructors may order this outline as fits the needs of their individual courses. In addition, they may place more emphasis on some areas than on others. What is assured is that this particular list is covered in the course. Other topics may be added to a course as the instructor sees fit, and as time and interest allow. An *asterisk can be used to mark an item as optional.

I. History and Philosophy
   A. Eighteenth Century – Present
   B. Legislation
   C. Changes in the Profession
   D. Philosophical Base of Occupational Therapy

II. Personnel, Employment and Ethics
   A. Educational Preparation for the OTR and COTA
   B. Role Delineation of the OTR and COTA
   C. Characteristics of Employment Settings
   D. Employment Trends
   E. AOTA’s Code of Ethics

III. Practice Standards and Regulations
   A. Accreditation of Health agencies and Educational Programs
   B. Entry-Level and Specialty Certification
   C. State Regulations
   D. Practice Standards
   E. AOTA and NBCOT Disciplinary Processes
   F. Role and Function of AOTA

IV. Practice Process
   A. Referrals
   B. Screenings
   C. Assessments and Evaluations
   D. Treatment Planning
   E. Treatment
   F. Reevaluation
   G. Transition Services
   H. Discontinuation of Services
   I. Service Management
   J. Terminology
   K. Therapeutic Relationships

V. Diversity
   A. Definition
   B. Role in Health Care
   C. Various Cultures and Health Care Beliefs
   D. Global Social Issues