Course Syllabus

OTHA 1415 - Therapeutic Use of Occupations or Activities

Catalog Description: This course explores various occupations or activities used as therapeutic interventions in occupational therapy. The course emphasizes awareness of activity demands, contexts, adapting, grading, and safe implementation of occupations or activities.

Prerequisites: BIOL 2401, ENGL 1301, HUMA 1301, PSYC 2301
Co-requisites: PSYC 2314, OTHA 1405, OTHA 1260

Semester Credit Hours: 4
Lecture Hours per week: 3
Lab Hours per week: 2
Extended hours: 0
Contact Hours per Semester: 80

State Approval Code: 510803

Class section meeting time: Provided on CANVAS course learning module per enrollment.

Alternate Operations During Campus Closure: In the event of an emergency or announced campus closure due to a natural disaster or pandemic, it may be necessary for Panola College to move to altered operations. During this time, Panola College may opt to continue delivery of instruction through methods that include, but are not limited to: online learning management system (CANVAS), online conferencing, email messaging, and/or an alternate schedule. It is the responsibility of the student to monitor Panola College’s website (www.panola.edu) for instructions about continuing courses remotely, CANVAS for each class for course-specific communication, and Panola College email for important general information.

Instructional Goals and Purposes:
The goal of this course is to introduce students to the value and meaning of occupations for individuals, groups, and organizations. Given this awareness, students will learn how to analyze activities and occupations in order to understand how to therapeutically facilitate the occupational therapy process for an individual, group, and organization. Students will demonstrate a strong understanding of the Occupational Therapy Practice Framework as a guide for this course content. Students will be introduced to the basic skills required for documentation of a therapeutic activity.

Relationship to Curriculum:
This course content compliments the concepts introduced in Principles of Occupational Therapy. A more in-depth study and application process begins in this course to increase the student’s understanding of the value of occupations and activities as part of the therapeutic intervention process. The student learns how to analyze, grade and adapt occupations or activities using the Occupational Therapy Practice Framework (OTPF) as a guide. Students learn to assess person and environmental systems and how they affect an individual’s occupational performance. Through the activity analysis process, students begin to understand specific performance skills, performance patterns, contexts and activity demands to understand how occupational performance can be improved through appropriate selection and use of occupations or activities. Professional Development is continued in this course emphasizing documentation skills, clinic management of the space and supplies and safety of self and others. Clinical reasoning and understanding the importance of evidence based practice is integrated through activity selection and intervention process. The course content is delivered through a team based adult learning style using mix learning methods including online and hands on learning tasks.

Learning Outcomes:
1. Identify and apply concepts described in the Occupational Therapy Practice Framework (OTPF)
2. Develop a strong awareness of the meaning and value of occupations and activities for the individual, group and organization.
3. Demonstrate the ability to analyze activities identifying the therapeutic process associated with each activity area analyzed.
4. Demonstrate safe and professional management of all resources.

**Specific Course Objectives (includes SCANS):**

After studying the material presented in texts, lecture, class discussions, Canvas assignments, and other resources, the student should be able to master all learning objectives listed below with a minimum competency of 75%

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<tbody>
<tr>
<td>1</td>
<td>B.3.2.</td>
<td>Interaction of Occupation and Activity</td>
</tr>
<tr>
<td>2</td>
<td>B.3.6.</td>
<td>Activity Analysis</td>
</tr>
<tr>
<td>3</td>
<td>B.3.7</td>
<td>Safety of Self and Others</td>
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<tr>
<td>4</td>
<td>B.4.1</td>
<td>Therapeutic Use of Self</td>
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<tr>
<td>5</td>
<td>B.4.2</td>
<td>Clinical reasoning</td>
</tr>
<tr>
<td>6</td>
<td>B.4.3</td>
<td>Occupation based interventions</td>
</tr>
<tr>
<td>7</td>
<td>B.4.6</td>
<td>Reporting data</td>
</tr>
<tr>
<td>8</td>
<td>B.4.9</td>
<td>Remediation and compensation</td>
</tr>
<tr>
<td>9</td>
<td>B.4.18</td>
<td>Grade and Adapt Processes or Environments</td>
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**SCANS implemented in these course objectives include:**

<table>
<thead>
<tr>
<th>Foundation skills</th>
<th>Workplace Competencies</th>
</tr>
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<tbody>
<tr>
<td>Basic Skills: i, ii, iv</td>
<td>Resources: i, ii, iii</td>
</tr>
<tr>
<td>Thinking Skills: i, ii, iii, v, vi</td>
<td>Interpersonal Skills: i, ii, iii, iv, v, vi</td>
</tr>
<tr>
<td>Personal Qualities: i, ii, iii, iv, v</td>
<td>Information: i, ii, iii, iv</td>
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<tr>
<td></td>
<td>Systems: i, ii, iii</td>
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OTH 1415 TOA I – Revised 7/19
Course Content: A general description of lecture/discussion topics included in his course are listed in the Learning Objectives/ Specific Course Objectives sections of this syllabus.

Methods of Instruction/ Course Format/Delivery:
Course content is offered in a mixed media learning format using both online and face to face learning methods. Learning tasks will be shared through text readings, voice over PowerPoint presentations, online quizzes, videos and hands on labs. Students will be expected to discuss and apply online learning tasks during lab experiences.

<table>
<thead>
<tr>
<th>ACOTE Standards/Objectives</th>
<th>Method of Measurement</th>
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<tbody>
<tr>
<td>1-9</td>
<td>Exams and Quizzes</td>
</tr>
<tr>
<td>1-9</td>
<td>Learning Modules</td>
</tr>
</tbody>
</table>

Major Assignment/Assessment:
The following will be assigned during the semester and used to calculate the student’s final grade:

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Assessment</th>
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</thead>
<tbody>
<tr>
<td>Exams</td>
<td>30%</td>
</tr>
<tr>
<td>Quizzes</td>
<td>10%</td>
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<tr>
<td>Lab Assignments</td>
<td>60%</td>
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Course Grade:
The grading scale is as follows:

<table>
<thead>
<tr>
<th>% Score</th>
<th>Letter Grade</th>
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<tbody>
<tr>
<td>90-100</td>
<td>A</td>
</tr>
<tr>
<td>80-89</td>
<td>B</td>
</tr>
<tr>
<td>75-79</td>
<td>C</td>
</tr>
<tr>
<td>60-74</td>
<td>D</td>
</tr>
<tr>
<td>Below 60</td>
<td>F</td>
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Note 1: No assignment or final scores will be rounded.
Note 2: All rules and regulations printed in the College catalog, The Pathfinder and the current OTA Student Policy Manual will be reinforced throughout this course.

Required Texts, Materials, and Supplies:

Access to computer with high speed internet service, printer, scanning device with necessary compatible software for course content retrieval and document submissions is required for this course.

Other:
- Courses conducted via video conferencing may be recorded and shared for instructional purposes by the instructor.
- For current texts and materials, use the following link to access bookstore listings: https://www.panolacollegestore.com
- For testing services, use the following link: https://www.panola.edu/elearning/testing.html
- If any student in this class has special classroom or testing needs because of a physical learning or emotional condition, please contact the ADA Student Coordinator in Support Services located in the Charles C. Matthews Student Center or go to https://www.panola.edu/student-success/disability-support-services/ for more information.
- Withdrawing from a course is the student’s responsibility. Students who do not attend class and who do not withdraw will receive the grade earned for the course.
SCANS CRITERIA

1) **Foundation skills are defined in three areas: basic skills, thinking skills, and personal qualities.**

   a) **Basic Skills:** A worker must read, write, perform arithmetic and mathematical operations, listen, and speak effectively. These skills include:
      i) **Reading:** locate, understand, and interpret written information in prose and in documents such as manuals, graphs, and schedules.
      ii) **Writing:** communicate thoughts, ideas, information, and messages in writing, and create documents such as letters, directions, manuals, reports, graphs, and flow charts.
      iii) **Arithmetic and Mathematical Operations:** perform basic computations and approach practical problems by choosing appropriately from a variety of mathematical techniques.
      iv) **Listening:** receive, attend to, interpret, and respond to verbal messages and other cues.
      v) **Speaking:** Organize ideas and communicate orally.

   b) **Thinking Skills:** A worker must think creatively, make decisions, solve problems, visualize, know how to learn, and reason effectively. These skills include:
      i) **Creative Thinking:** generate new ideas.
      ii) **Decision Making:** specify goals and constraints, generate alternatives, consider risks, and evaluate and choose the best alternative.
      iii) **Problem Solving:** recognize problems and devise and implement plan of action.
      iv) **Visualize (“Seeing Things in the Mind’s Eye”):** organize and process symbols, pictures, graphs, objects, and other information.
      v) **Knowing How to Learn:** use efficient learning techniques to acquire and apply new knowledge and skills.
      vi) **Reasoning:** discover a rule or principle underlying the relationship between two or more objects and apply it when solving a problem.

   c) **Personal Qualities:** A worker must display responsibility, self-esteem, sociability, self-management, integrity, and honesty.
      i) **Responsibility:** exert a high level of effort and persevere toward goal attainment.
      ii) **Self-Esteem:** believe in one's own self-worth and maintain a positive view of oneself.
      iii) **Sociability:** demonstrate understanding, friendliness, adaptability, empathy, and politeness in group settings.
      iv) **Self-Management:** assess oneself accurately, set personal goals, monitor progress, and exhibit self-control.
      v) **Integrity and Honesty:** choose ethical courses of action.

2) **Workplace competencies are defined in five areas: resources, interpersonal skills, information, systems, and technology.**

   a) **Resources:** A worker must identify, organize, plan, and allocate resources effectively.
      i) **Time:** select goal-relevant activities, rank them, allocate time, and prepare and follow schedules.
      ii) **Money:** Use or prepare budgets, make forecasts, keep records, and make adjustments to meet objectives.
      iii) **Material and Facilities:** Acquire, store, allocate, and use materials or space efficiently.
      Examples: construct a decision time line chart; use computer software to plan a project; prepare a budget; conduct a cost/benefits analysis; design an RFP process; write a job description; develop a staffing plan.

   b) **Interpersonal Skills:** A worker must work with others effectively.
      i) **Participate as a Member of a Team:** contribute to group effort.
      ii) **Teach Others New Skills.**
      iii) **Serve Clients/Customers:** work to satisfy customer's expectations.
      iv) **Exercise Leadership:** communicate ideas to justify position, persuade and convince others, responsibly challenge existing procedures and policies.
      v) **Negotiate:** work toward agreements involving exchange of resources, resolve divergent interests.
      vi) **Work with Diversity:** work well with men and women from diverse backgrounds.
Examples: collaborate with a group member to solve a problem; work through a group conflict situation; train a colleague; deal with a dissatisfied customer in person; select and use appropriate leadership styles; use effective delegation techniques; conduct an individual or team negotiation; demonstrate an understanding of how people from different cultural backgrounds might behave in various situations.

c) **Information**: A worker must be able to acquire and use information.
   i) Acquire and Evaluate Information.
   ii) Organize and Maintain Information.
   iii) Interpret and Communicate Information.
   iv) Use Computers to Process Information.
   Examples: research and collect data from various sources; develop a form to collect data; develop an inventory record-keeping system; produce a report using graphics; make an oral presentation using various media; use on-line computer data bases to research a report; use a computer spreadsheet to develop a budget.

d) **Systems**: A worker must understand complex interrelationships.
   i) Understand Systems: know how social, organizational, and technological systems work and operate effectively with them.
   ii) Monitor and Correct Performance: distinguish trends, predict impacts on system operations, diagnose deviations in systems’ performance and correct malfunctions.
   iii) Improve or Design Systems: suggest modifications to existing systems and develop new or alternative systems to improve performance.
   Examples: draw and interpret an organizational chart; develop a monitoring process; choose a situation needing improvement, break it down, examine it, propose an improvement, and implement it.

e) **Technology**: A worker must be able to work with a variety of technologies.
   i) Select Technology: choose procedures, tools or equipment including computers and related technologies.
   ii) Apply Technologies to Task: understand overall intent and proper procedures for setup and operation of equipment.
   iii) Maintain and Troubleshoot Equipment: Prevent, identify, or solve problems with equipment, including computers and other technologies.
   Examples: read equipment descriptions and technical specifications to select equipment to meet needs; set up and assemble appropriate equipment from instructions; read and follow directions for troubleshooting and repairing equipment.