

# Nashville State Community College

## Course Information

**Course:** Foundations of OT  
(Foundations of Occupational Therapy)

**Course Number:** OTA 1130

**Credit Hours:** 3

**Lecture:** 3

**Lab:** 0

**Instructor's Name:**

**Office Hours:** As posted, or by appointment

**Office Location:**

**Office Phone:**

**OTA Office Phone:**

**OTA Fax Number:**

**E-Mail:**

## Course Description:

A study of the basic tenets of occupational therapy. Topics include the history and the role of occupation to health and human diversity, philosophy of occupational therapy, theories, ethics, standards of practice and professional associations. **Prerequisite(s):** English Level 2 placement, Reading Level 2 placement, BIOL 2010. **Note:** Course is offered only online. **Corequisite(s):** ENGL 1010; PSYC 1030

<b><u>Course Outcomes:</u></b> <b>The student, upon completion of this course, will be able to:</b>	<b>Teaching/Learning Strategies</b>	<b>Evaluation Methods</b>
Differentiate among occupation, activity, and purposeful activity. Articulate the unique nature of occupation as viewed by the profession. B.2.2, B.2.3, B.2.4	<ul style="list-style-type: none"><li>• Lecture</li><li>• Assigned Readings</li></ul>	<ul style="list-style-type: none"><li>• Exam</li><li>• SDL</li></ul>

Acknowledge and understand the importance of the history and philosophical base of the profession. B.2.1	<ul style="list-style-type: none"><li>• Lecture</li><li>• Assigned Readings</li></ul>	<ul style="list-style-type: none"><li>• Exam</li><li>• SDL</li></ul>
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Understand the theories, models of practice and frames of reference that underlie OT practice. Understand the OT process, OT Practice framework vs. Uniform Terminology III, and PEO. B.2.11	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Assigned Readings</li> <li>• Handouts</li> </ul>	<ul style="list-style-type: none"> <li>• Exam</li> <li>• Research Paper</li> </ul>
Understand and appreciate the varied roles of the occupational therapy assistant as a practitioner and educator. Articulate the importance of professional relationships between the OT and OTA. B.8.8, B.8.7	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Assigned Readings</li> </ul>	<ul style="list-style-type: none"> <li>• Exam</li> <li>• Journal Article Review</li> <li>• SDL</li> </ul>
Appreciate the influence of social conditions and ethical concepts in which humans choose and engage in occupations. B.1.8	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Assigned Readings</li> </ul>	<ul style="list-style-type: none"> <li>• Exam</li> <li>• Cultural Interview</li> </ul>
Understand models of health care, education, community, social systems and service models as related to the practice of OT. B.5.1	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Assigned Readings</li> </ul>	<ul style="list-style-type: none"> <li>• Exam</li> <li>• Journal Article Review</li> <li>• SDL</li> </ul>
Identify several types of settings in which occupational therapists work, define team approach, and identify the roles of various team members. Describe several major disability areas and corresponding OT approaches. B.5.2	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Small Group Activities</li> <li>• Assigned Readings</li> </ul>	<ul style="list-style-type: none"> <li>• Exam</li> <li>• Journal Article Review</li> </ul>
Demonstrate knowledge and understanding of the AOTA Code of Ethics, Core Values and Attitudes of Occupational Therapy, and the AOTA Standards of Practice as a guide for professional interactions and in client treatment and employment settings. B.8.1	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Handouts</li> <li>• Assigned Readings</li> </ul>	<ul style="list-style-type: none"> <li>• Exam</li> <li>• SDL</li> </ul>
Understand the implications and effects of federal and state regulatory and legislative bodies. B.6.2	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Assigned Readings</li> </ul>	<ul style="list-style-type: none"> <li>• Exam</li> </ul>
Understand the functions and influence of national, state and local OT associations and other related professional associations. B.8.2	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Assigned Readings</li> <li>• Information of upcoming conferences</li> </ul>	<ul style="list-style-type: none"> <li>• Exam</li> <li>• SDL</li> </ul>

<p>Articulate the importance of professional literature for practice and the continued development of the profession. Use professional literature to make informed practice decision, in cooperation with the OT. Know when and how to find and use informational resources. B.7.1, B.7.2</p>	<ul style="list-style-type: none"> <li>• Lecture</li> </ul>	<ul style="list-style-type: none"> <li>• Journal Article Review</li> <li>• Research Paper</li> <li>• SDL</li> </ul>
<p>Acknowledge personal responsibility for planning ongoing professional development. B.8.4</p>	<ul style="list-style-type: none"> <li>• Lecture</li> </ul>	<ul style="list-style-type: none"> <li>• Professional Behaviors Summary</li> </ul>
<p>Discuss therapeutic relationships, treatment modalities, clinical reasoning and evidenced based practice.</p>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Assigned Readings</li> </ul>	<ul style="list-style-type: none"> <li>• Exam</li> <li>• SDL</li> </ul>

**Method of Evaluation:**

- **Cultural Interview:** The purpose of this assignment is to encourage the student to become familiar with the interview process and exposure to various cultures and viewpoints outside of their own. Additionally, the student must then compare and contrast their culture to the person interviewed as well as analyze and critique their interviewing skills. Further information and assignment details are provided on WebCT.
- **Journal Article Review:** The purpose of this assignment is to encourage the student to become familiar with references frequently used in occupational therapy literature by having you explore that literature. In this assignment, the student will choose an article of their choosing and summarize it utilizing the APA format. They will also be expected to provide a critique of the structure (readability etc) of the article and the rationale for their selection. The student will begin to gain competence in referencing their work utilizing the APA format. Further information and assignment details are provided on WebCT.
- **Research Paper:** Paper to focus on the similarity and dissimilarities between two frames of reference or a frame of reference and a practice model. The student is to research the definition of occupational therapy and their chosen frame of reference/practice model and give a clear and thorough definition of each. The student is then to compare and contrast the two items chosen. Further information and assignment details are provided on WebCT.
- **Professional Behaviors Summary:** The student will write a minimum of two paragraphs explaining how many points (out of 10) they should receive in relation to their professional behavior throughout the semester. The number of points the student feels they should receive will be considered, although the final allotment of

points will be at the instructor discretion. Further information and assignment details are provided on WebCT.

- **Self-Directed Learning Packet:** Activities throughout the semester that the student will complete independently as well as with within a team environment. These activities are directed at increasing the students ability to think critically as well as increasing their responsibilities as adult learners.

### **Grading Criteria**

- |   |     |
|---|-----|
| • 4 Unit Exams must be taken by all students. The exam may consist of multiple choice, matching, fill-in-the-blank, listing and short answer questions. | 40% |
| • Final Exam (Cumulative)   | 10% |
| • Research Paper: Comparison of two different frames of reference   | 15% |
| • Cultural Interview  | 10% |
| • Journal Article Review  | 10% |
| • SDL's   | 10% |
| • Professional Behavior Summary   | 5%  |

### **Textbook Required:**

- Introduction to Occupational Therapy; Barbara Sabonis-Chafee; 2nd ed., Mosby  
ISBN #0323033695

### **Text Recommended:**

- Quick Reference Dictionary for OT, Jacobs, ISBN #1556426569

Disclaimer: Textbooks frequently change editions, so please be sure to check with the school bookstore to verify the current ISBN of the textbook before purchasing the textbook.

# Occupational Therapy Assistant Program



## Nashville State Community College Occupational Therapy Assistant Program Course Policies

### **Attendance**

Students are expected to attend and be on time for all classes, labs and Fieldwork experiences. The Instructors have observed that student's ability to follow attendance policies often predicts academic and Fieldwork performance.

In order to facilitate the best performance from each student, Instructors will

- Lock doors at 5 minutes after scheduled start of class
- Allow late students to enter the class only at the break time
- Require that all students call and leave a message with their instructor if they are running late. This will count as a tardy.
- Mark the student as absent if he/she is running late and does not call and leave a message (this includes test dates)

### Tardy/Absence Calculation

- Two (2) tardies = 1 absence
- Three (3) Unexcused absences or a combination of tardies and absences that equal a total of three (3) unexcused absences = Instructor Option
  - Lower final grade
  - Dismiss student from class with a grade of "F"
- A total of 5 absences (excused, unexcused or combination) = student must meet with instructor to discuss plans for course completion. If instructor deems appropriate, student may be withdrawn from class.

### Excused Absence

- Student sick: Doctors note required
- Students child is sick: Doctors note required
- Immediate family member is sick or requires immediate medical attention: note from hospital staff person required
- Death in immediate and/or extended family: Note from funeral home required
- Pre-arranged schedule conflict (such as a legal appointment): proof of appointment required, must notify instructor at least two days in advance: **schedule conflict approval is at the discretion of the instructor**

### Unexcused Absence

- Anything not listed under excused absence

## **Assignments**

All assignments are to be turned in on the scheduled date, at the beginning of the class period. Students are expected to complete all assignments per syllabus guidelines. It is the students responsibility to clarify any questions they might have regarding assignment guidelines.

### Late Assignments

- Will automatically receive a “0” grade unless arrangements have been made with the Instructor prior to assignment due date.
- Emailed(through campus or WebCT email) and faxed copies of the assignment are accepted if transmitted by assignment deadline (i.e. if assignment due at 8 a.m., must be faxed or emailed before 8 a.m.)
- Any assignment that has been emailed or faxed must be followed by a hard copy of the assignment, given to the Instructor upon students return to class.
- If a student has not turned in all assignments at the end of the semester, their course grade will be submitted as “Incomplete”
- Course grade will be converted to letter grade once assignment has been submitted to the Instructors satisfaction

## **Late Assignment Tickets**

Occasionally situations arise for students when, for a variety of reasons, they are late in turning in an assignment. In an effort to allow students a “grace” period, each student will receive one (1) “Late Assignment Ticket” per course.

### The Late Assignment Ticket:

- May be used at any point in the semester
- Allows the student to submit any one written, individual assignment, late
- Student must submit the assignment within two (2) days of its original due date
- Student must include their ticket with the submitted assignment
- Ticket must be signed and dated by the student
- Lost/stolen tickets will not be replaced
- Tickets may not be used for a group project, presentation, test and/or competence checkout
- Tickets may not be shared or transferred between students
- Tickets, per course, are valid for one semester. New tickets will be issued at the beginning of each semester.

## **Presentations**

Presentations are an integral part of the teaching/learning process. Students who do not present on the day they are assigned disrupt the teaching/learning process and affect classroom continuity and learning. Most courses require students to participate in both individual and group presentations. The following applies:

### Individual and Group Presentations/Assignments

- If a student is unable, for any reason, to present their assignment as scheduled, they must contact the Instructor as soon as possible, BEFORE class is scheduled to begin
  - This is important for all assignments, but especially individual presentations. For individual presentations, the Instructor must be able to have adequate time to prepare material to cover your presentation herself.
  - If you cannot be in class, and do not inform the Instructor, then the entire class will not get the material necessary for testing, and for practice.

- If a student is absent on their scheduled presentation day (individual or group)
  - Student must provide a medical excuse signed by a physician
  - If the student does not contact the Instructor in a timely manner (BEFORE class is scheduled to begin), he/she will receive a grade of “0” for that assignment.
  - Students who miss their presentation times must complete an additional assignment to make up for the incomplete grade
  - Make-up assignments must be completed, even if a grade of “0” was awarded
  - Individual Instructors will determine if the make-up assignment will be a presentation or a written assignment
  - It is the students’ responsibility to contact the Instructor regarding the make-up assignment. The Instructor will NOT contact the student regarding make-up assignments.

#### Group Presentations

- All presentations will begin at their scheduled time
- If a group member is tardy/absent, the group will still present at their scheduled date/time. Group members are expected to be familiar with the entire presentation and be able to share the information as scheduled
- If a group member is tardy/absent and the group is unable to share all information per assignment guidelines, the group grade will be affected

#### **Competencies**

Performance competencies are an integral part of the OTA curriculum. Students must be able to demonstrate the ability to perform a specific skill, and demonstrate effective clinical reasoning to apply that skill in the appropriate manner given a clinical scenario.

Student must earn a grade of “75” or above on each competency to pass the course.

If a student fails a competency on the first attempt, s/he has the opportunity to repeat the competency one time. Student must earn a grade of “75” or better on the second attempt to pass the competency and the course.

NOTE: If a student has a passing grade in the course, but fails a competency on the second attempt, s/he fails the course.

Competency testing occurs at pre-scheduled times during the semester. Students must complete their competency at the scheduled time.

Excused absences for competencies:

- Student sick: Doctors note required
- Students child is sick: Doctors note required
- Immediate family member is sick or requires immediate medical attention: note from hospital staff person required
- Death in immediate and/or extended family: Note from funeral home required
- Pre-arranged schedule conflict (such as a legal appointment): proof of appointment required, must notify instructor at least two days before competency. NOTE: Regular doctors appointments do not apply in this situation – schedule conflict approval is at the discretion of the instructor.

If a student misses a scheduled competency (first or second attempt), and has an unexcused absence, s/he will earn a grade of "0".

All missed/ retake competencies must be scheduled and completed within two weeks of the original competency. Students are responsible for contacting the instructor for scheduling. If the competency is not scheduled and completed within the two week timeframe, student will earn a grade of "0".

### **Tests**

#### Online

It is strongly recommended that students take their tests on campus, in campus computer labs, if they are uncertain about their Internet connections at home.

- Personal computer problems will not be considered as an excuse if a student misses an online test.
- Failure to take the test on the scheduled date and time will result in a "0" grade.
- It is the students responsibility to confirm date and time of test.

#### In class

Students are expected to be on time for all tests

- If running late, ill, or have an emergency call Instructor BEFORE scheduled start time for test
- Make-up tests will only be permitted if students make arrangements with Instructor BEFORE date of test
- Missed tests must be made up within two (2) class meetings
- Failure to make up a test will result in a "0" grade for that test
- It is the student's responsibility to arrange the make up date for the test. The Instructor will NOT seek out a student to arrange a new test date.

#### Test Date Attendance

- Doors will be locked 20 minutes after test begins. No admittance after doors have been locked.
- No extra time will be given to latecomers.
- Students must call and leave a message if they are running late. This will count as a tardy.

Instructor options for test absences (includes arriving after door is locked)

- Excused absence: Test retake should be scheduled with Instructor. Retake must be completed within two days of original test date (unless medical documentation provided). Student eligible for full points
- Unexcused absence
  - 50% of earned grade (i.e.: student must still take the test. If student earns grade of 90 on test, will receive a grade of 45)
  - 0 credit

### **Grading**

The following scale is used for all OTA program courses:

93 - 100 = A

85 - 92 = B

75 - 84 = C

Anything below a "C" or 70 is not passing and therefore will receive a grade of "F"

### **Cheating**

Cheating will not be tolerated.

If a student is caught cheating, the following options are available to the Instructor:

- "0" grade for the assignment
- Dismissal from the course with a grade of "F"
- Dismissal from the Program

**NOTE:**

This syllabus is a master syllabus. Specific course requirements are subject to revision at the discretion of the individual instructor. A course syllabus will be provided the first day of class.

**Academic Dishonesty Policy:**

Any form of academic dishonesty, cheating, plagiarizing, or other academic misconduct is prohibited. "Plagiarism may result from: (1) failing to cite quotations and borrowed ideas, (2) failing to enclose borrowed language in quotation marks, and (3) failing to put summaries and paraphrases in your own words" (A Writer's Reference 331).

Academic dishonesty may be defined as, but is not limited to, intentionally trying to deceive by:

- claiming credit for the work of another person, using information from a web page or source without citing the reference
- fraudulently using someone else's work on an exam, paper, or assignment
- recycling your own work from another course
- purchasing papers or materials from another source and presenting them as your own
- attempting to obtain exams/materials/assignments in advance of the date of administration by the instructor
- impersonating someone else in a testing situation
- providing confidential test information to someone else
- submitting the same assignment in two different classes without requesting both instructor's permission
- allowing someone else to copy or use your work
- using someone else's work to complete your own
- altering documents, transcripts or grades
- forging a faculty/staff member's signature

**IN ADDITION TO OTHER POSSIBLE DISCIPLINARY SANCTIONS THAT MAY BE IMPOSED THROUGH REGULAR COLLEGE PROCEDURES AS A RESULT OF ACADEMIC DISHONESTY, THE INSTRUCTOR HAS THE AUTHORITY TO ASSIGN AN "F" OR A "ZERO" FOR THE EXERCISE, PAPER, OR EXAMINATION, OR TO ASSIGN AN "F" FOR THE COURSE.**

### **Appeals Process**

If a student believes that he/she has been erroneously accused of academic dishonesty and if his/her final grade has been lowered as a result, the student may appeal the case through the appropriate college grade appeal procedures as outlined in the Student Handbook.

### **Procedures for Disruptive Behavior**

If a student disrupts classroom activities, the instructor should:

1. Ask the student to leave the classroom and meet with the instructor after class to discuss the incident. If the incident is resolved the instructor should make a report with the Dean of Students concerning the incident and how the matter was resolved.
2. Should the student refuse to leave, the Office of Security should be called to remove the student from the classroom.
3. After class, the instructor should send a report to the Dean of Students concerning the incident with a recommendation of desired outcome.
4. Prior to the next class meeting, the student must meet with the Dean of Students. The student may not attend class until the disruptive incident has been resolved by the student, instructor and Dean of Students.
5. The student and instructor will receive written copies of any disciplinary sanctions imposed.
6. If a student denies guilt, he/she will be advised of the opportunity to elect the procedure they wish to pursue toward the disposition of proposed action against them.

## **Classroom Conduct Policy:**

**NASHVILLE STATE HAS A ZERO TOLERANCE POLICY FOR DISRUPTIVE CONDUCT IN THE CLASSROOM.**

- The instructor has primary responsibility for control over classroom behavior and maintenance of academic integrity.
- He/she can order temporary removal or exclusion from the classroom of any student engaged in disruptive conduct, or conduct which violates the general rules and regulations of the College.
- Disruptive behavior in the classroom that obstructs or disrupts the learning environment is defined as:
  - **Offensive language**
  - **Harassment of students or professors**
  - **Repeated outbursts from a student which disrupt the flow of instruction or prevent concentration on the subject taught**
  - **Failure to cooperate in maintaining classroom decorum**
  - **Continued use of any electronic or other noise or light emitting device which disturbs others;**
    - **Beepers**
    - **Cell phones**
    - **Palm pilots**
    - **Lap-top computers**
    - **Games**
- Students who are removed from class for disruptive behavior will not be allowed to return until the issue is resolved.

Additionally, no eating in the classroom is allowed; no wearing of sunglasses is allowed in class, except in cases prescribed by a physician; sleeping or lounging in class is considered disruptive behavior and grounds for immediate dismissal.

**Students will not be excused to make telephone calls during examination periods**

### **Americans with Disabilities Act (ADA)**

Nashville State Technical Community College complies with the American with Disabilities Act. If you wish to request any accommodation(s) for this class, please notify the instructor as soon as possible.

If you require special accommodations for this class, please contact the Disabilities Office at 353-3592.