

OTAT-1300: OCCUPATIONAL THERAPY PRINCIPLES

Cuyahoga Community College

Viewing: OTAT-1300 : Occupational Therapy Principles

Board of Trustees:

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Academic Term:

2018-01-16

Subject Code

OTAT - Occupational Therapy Assisting

Course Number:

1300

Title:

Occupational Therapy Principles

Catalog Description:

Provides an overview of the history, development, philosophy, theory and practice, and the role of Occupational Therapy in today's health care environment. Includes discussion of the role and responsibilities of the occupational therapy assistant. Study of models of health, illness, wellness, therapeutic and professional relationships; exploration of cultural, ethical and legal issues in health care and the framework of Occupational Therapy practice. Also covers, the educational requirements and roles of occupational therapy practitioners as well as legal and ethical issues affecting occupational therapy practices.

Credit Hour(s):

2

Lecture Hour(s):

2

Lab Hour(s):

0

Other Hour(s):

0

Requisites

Prerequisite and Corequisite

None.

Outcomes

Course Outcome(s):

Explain the historical development of occupational therapy as a caring health profession that has emphasized prevention, health, promotion, and wellbeing since its inception.

Objective(s):

1. Identify major social influences that gave rise to the field of occupational therapy,
2. Name individuals who were involved in the inception of occupational therapy.
3. Recognized how societal influences shaped the field of occupational therapy.
4. Describe the concepts that have persisted throughout the history of occupational therapy.
5. Describe the influence of historical concepts on the current practice of occupational therapy.
6. Identify and describe key pieces of federal legislation that have influenced the practice of occupational therapy.

Course Outcome(s):

Explain therapeutic use of self, including ones personality, insights, perceptions, and judgment as part of the therapeutic process in both individual and group interaction.

Objective(s):

1. Describe how "use of self" is used by occupational therapy practitioners
 2. Explain the uniqueness of the therapeutic relationship.
 3. Discuss the importance of self-awareness for effective therapeutic relationships.
 4. Explain the skills needed for developing effective therapeutic relationships.
 5. Explain the uniqueness of the therapeutic relationship and describe how the "use of self" is used as one of the tools of therapy.
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Course Outcome(s):

Discuss the minimum responsibilities of the occupational therapist (OT) and the occupational therapy assistant (OTA) in service delivery as described in the Standards of Practice.

Objective(s):

1. Identify the different roles an occupational therapy (OT) practitioner may assume in a clinical/community setting.
 2. Describe the three level of performance for OT practitioners.
 3. Explain the levels of supervision and parameters that affect these levels.
 4. Identify the practices that contribute to successful supervisory relationships.
 5. Describe service competency.
 6. Describe the different types of treatment teams in healthcare and recognize the importance of interdisciplinary teams.
 7. Explain the importance of lifelong learning and professional development.
 8. Describe tools that can be used to maintain and document continuing competency.
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Course Outcome(s):

Explain the characteristics of treatment settings, including the administration, levels of care, and areas of practice

Objective(s):

1. Identify the primary health problems addressed in different settings.
 2. Describe how treatment setting influences the focus of OT intervention.
 3. Describe workforce trends in occupational therapy.
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Course Outcome(s):

Use the American Occupational Therapy Association (AOTA) Occupational Therapy Code of Ethics and Ethics Standards and AOTA Standards of Practice as a guide for ethical decision making in professional interactions, client interventions and employment setting.

Objective(s):

1. Explain the meaning and purpose of the AOTA Occupational Therapy Code of Ethics and how it impacts the role of the occupational therapy assistant.
 2. Identify the six principles of the Occupational Therapy Code of Ethics and articulate the meaning of each as it applies to clinical practice as an occupational therapy practitioner.
 3. Explain the purpose and implementation of state laws regulating occupational therapy.
 4. Describe the disciplinary process developed by state regulatory boards and the professional association.
 5. Apply the AOTA Occupational Therapy Code of Ethics to individual, institutional, and societal issues and articulate justifiable resolutions to these issues.
 6. Outline the steps to ethical decision making.
 7. Identify the requirements for education, national and state credentialing process for occupational therapy.
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Course Outcome(s):

Apply the Occupational Therapy Practice Framework to selected case scenarios.

Objective(s):

1. Analyze activities in terms of areas of performance, performance skills, performance patterns, and client factors.
 2. Provide examples of how context influence occupations.
 3. Provide examples of how context influence occupations.
 4. Describe intervention approaches.
 5. Define the domain of occupational therapy practice according to the Occupational Therapy Practice Framework.
 6. Define the terminology associated with the framework.
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Course Outcome(s):

State the importance of balancing areas of occupation with the achievement of health and wellness for the client.

Objective(s):

1. Define health and wellness.

2. Explain the wellness-illness continuum
3. Discuss the dimension of wellness and the impact in the client occupational performance areas.
4. List the factors that contribute to wellness behaviors.
5. Describe a variety of models within the profession of occupational therapy that could possibly support health promotion programs.
6. Identify ways that occupational therapy practitioners can address prevention and health promotion throughout the lifespan and across continuum of care.

Course Outcome(s):

Compare and contrast the frames of reference and practice models that are used in occupational therapy practice.

Objective(s):

1. Explain the foundational underpinnings of occupational therapy frames and practice models of references.
2. Compare and contrast the theories, frame of reference and models of practice used in occupational therapy practice.
3. State the importance of frames of reference and practice models for the practice of occupational therapy.
4. Apply frames of reference and models of practice to selected case scenarios.

Course Outcome(s):

State the role of the occupational therapy assistant in the occupational therapy process.

Objective(s):

1. Describe the occupational therapy referral, screening, and evaluation process.
2. Explain the importance of observation skills in the evaluation process
3. Identify the steps associated with the intervention process.
4. Describe the five general intervention approaches used in occupational therapy practice.
5. Discuss the steps in conducting an occupational therapy profile.
6. Identify and contrast the roles of the occupational therapist and occupational therapy assistant in the occupational therapy process.
7. Discuss ways in which the occupational therapy assistant can achieve greater responsibility in the occupational therapy process

Course Outcome(s):

Articulate the importance of articulating the philosophy on which the profession of occupational therapy is based.

Objective(s):

1. Describe the general components of the profession's philosophy.
2. Explain the meaning of occupation in the context of the profession and understand its role in occupational performance and well-being.
3. Summarize how philosophy shapes the profession and practice of occupational therapy.
4. State the importance of upholding the core values of occupational therapy in professional as well as personal conduct.
5. Explain how the different branches of philosophy influence occupational therapy.

Course Outcome(s):

Recognize culturally responsive practices pertaining to diversity, racial and cultural awareness and cross cultural communication and acknowledge how these practices impact one's attitudes in providing patient care.

Essential Learning Outcome Mapping:

Cultural Sensitivity: Demonstrate sensitivity to the beliefs, views, values, and practices of cultures within and beyond the United States.

Objective(s):

1. Recognize and identify reasons why it is important to work toward cultural proficiency in occupational therapy practice.
2. Explain the role and impact of culture on the individual's occupational performance areas.
3. Identify and describe strategies for developing cultural competency in working with clients from different diversity backgrounds.
4. Apply one Model of Cultural Competency to a case scenario.
5. Describe the essential components of cultural awareness and cultural competence.
6. Discuss the complex interaction and differences between the term culture, diversity, ethnicity and race.
7. Describe cultural differences in communication and definition of self.
8. Describe how culture shapes an individual's perceptions, beliefs and values.

Course Outcome(s):

Explain the types of clinical reasoning and identify the use of clinical reasoning when given select intervention scenarios.

Objective(s):

1. Explain the nature of clinical reasoning.
 2. Describe the thought process and strategies of clinical reasoning that are used by OT practitioner.
 3. Compare the clinical reasoning of the novice practitioner with those of the expert practitioner.
 4. Identify ways the OT practitioner can develop clinical reasoning skills.
 5. Describe the collaborative relationship between occupational therapists and occupational therapy assistants in the context of describing the supporting documents from AOTA.
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Methods of Evaluation:

1. Weekly case scenarios
2. Question writing and follow-up activities
3. Exams
4. Written reports
5. Participation and discussion
6. Class presentation on cultural issues

Course Content Outline:

1. History of Occupational Therapy
 - a. Moral treatment
 - b. War years
 - c. Post World War II
 - d. New drugs and technologies
 - e. Effects of legislation
 - f. Changes in the profession
2. Philosophy of occupational therapy
 - a. Understanding philosophy
 - b. Philosophical base
 - i. What is man?
 - ii. How does man know what he knows?
 - iii. What is desirable?
 - iv. What are the "rules of right conduct"?
3. Occupational therapy personnel and educational requirements
 - a. Educational preparation for the OTR
 - b. Educational preparation for the COTA
 - c. Roles of OT practitioners
 - i. levels of performance
 - ii. supervision
 - iii. service competency
 - iv. roles delineation
 - v. occupational therapy aide
4. Prevention of disability and maintenance of health
 - a. Illness/wellness continuum
 - i. what is health
 - ii. what is wellness
 - b. The dimensions of health
 - i. physical health
 - ii. psychological health
 - iii. spiritual health
 - iv. social health
 - v. intellectual health
 - vi. environmental health
 - c. Health promotion
 - i. primary prevention
 - ii. secondary prevention
 - iii. tertiary prevention
 - d. Theoretical approaches to behavior change

- i. social learning theory and self-efficacy
 - ii. health belief model
 - iii. community empowerment
 - e. Occupational therapy roles
- 5. Employment Settings
 - a. Characteristics of settings
 - b. Levels of care
 - i. acute
 - ii. subacute
 - iii. long-term care
 - c. Spheres of practice
 - d. Other professional in the health care setting
 - e. OT employment trends
- 6. Ethics of the profession
 - a. Ethical theories
 - i. Teleological
 - ii. Deontological
 - b. Normative vs descriptive ethics
 - c. AOTA code of ethics
 - d. AOTA disciplinary procedures guidelines
- 7. Theory and frame of reference
 - a. Understanding theory
 - b. Frames of reference
 - i. definition
 - ii. biomechanical
 - iii. cognitive disability
 - iv. model of human occupation
- 8. Occupational therapy practice framework
 - a. The domain of occupational therapy
 - i. occupation
 - ii. purposeful activities
 - b. Engagement in occupation to support participation in context(s)
 - i. performance in areas of occupation
 - ii. performance skills
 - iii. performance patterns
 - iv. context
 - v. activity demands
 - vi. client factors
 - c. Occupational therapy process
 - i. evaluation
 - ii. intervention
 - iii. outcome
 - d. Clinical Reasoning
- 9. Therapeutic Use of Self
 - a. Therapeutic relationship
 - i. Intentional Relationship Model
 - b. Basic Therapeutic Use of Self Principles
 - i. Self-Awareness
 - ii. Developing Trust
 - iii. Developing Empathy
 - iv. Communication
 - 1. Verbal
 - 2. Nonverbal
 - 3. Using Active Listening
 - c. Application to Occupational Therapy
 - i. Group Leadership Skills
 - ii. Types of Small Task Group Used in Occupational Therapy
 - 1. Therapeutic groups
 - 2. Peer support groups

- 3. Focus groups
- 4. Consultation and supervision groups
- 10. Cultural Awareness
 - a. Definition of Terms
 - b. Cultural Descriptors
 - i. Ethnicity
 - ii. Diversity
 - iii. Race
 - iv. Religion and Socioeconomic status
 - c. Culture as a System of Learned Values
 - d. Awareness of Subcultures
 - e. Communication Style and Culture
 - f. Ethnocentrism versus Culture Relativism
 - g. Stereotypes and Prejudices

Resources

Sabonis C. B. and S. M. Hussey (Eds.). *Introduction to Occupational Therapy*. 4th ed. Baltimore: Mosby, 2012.

Ryan, S. (Ed.). *Occupational Therapy Assistant/Principles, Practice Issues and Techniques*. 5th ed. Thorofare, NJ: Slack Incorporated, 2013.

Leavitt, Ronnie. *Cultural Competence: A Lifelong Journey to Cultural Proficiency*. 1st. ed. Thorofare, NJ: Slack Incorporated, 2015.

Hattjar, Bernadette. *Fundamentals of Occupational Therapy: An Introduction to the Profession*. 1st ed. Thorofare, NJ: Slack Incorporated, 2015.

Morrealle M.J. *Developing Clinical Competence/A Workbook for the Occupational Therapy Assistant*,

"Occupational Therapy Subject Guide: Cuyahoga Community College Library's Web-Site"

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