CASPER COLLEGE COURSE SYLLABUS
Division of Health Science
OCTH 2000: Introduction to Occupational Therapy

Semester/Year: Fall 2006

Lecture Hours: 2  Lab Hours: 0  Credit Hours: 2

Class Time: 10:00 am to 12:00 noon  Days: Tuesday  Room: HS 136

Instructor’s Name: Marla J. Wonser, MSOT, OTR/L
Program Director
Occupational Therapy Assistant Program

Instructor’s Contact Information: Office Phone:
E-mail or phone: leave voice message if unavailable
307-268-2867  mwonser@caspercollege.edu

Office Hours:
Monday: 10:00 a.m. – 12:00 noon and 1:30-3:30
Wednesday 1:30 p.m. to 2:30 p.m.
or by appointment

Course Description: This course is designed to introduce students to the occupational therapy profession. As the history, scope of practice, objectives and functions of occupational therapy are addressed, students will affirm their academic decision.

Statement of Prerequisites: None

Goal: Upon completion of this course students will be develop an understanding of
1. how the occupational therapy profession developed
2. the scope of practice of occupational therapy as related to special needs populations
3. the continuing trends in the profession of OT interventions

Students will be introduced to important concepts such as communication, problem solving and interactive skills used in the OT profession.

Outcomes: Upon completion of this course students will be able to:
1. Communicate the definition, history, philosophy and scope of practice of OT
2. Demonstrate awareness of the process of therapeutic activity
3. Demonstrate written communication skills
4. Select, adapt and implement an activity appropriate for the developmental age level and handicapping condition.
5. Demonstrate an understanding of various diagnoses and conditions seen by OT
6. Demonstrate an understanding of aspects of professionalism in OT, the importance of AOTA and education, as well as role delineation of the OT/OTA professionals
7. Demonstrate beginning problem solving skills related to OT intervention.
Methodology: Learning experiences to be used in this class include lectures, unit assignments, field visits, interactive projects, reading assignments from textbook and problem solving activities.

Evaluation Criteria:

<table>
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<tr>
<th>Component</th>
<th>Points</th>
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<tbody>
<tr>
<td>Weekly Assignments</td>
<td>290</td>
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<tr>
<td>Community Project</td>
<td>50</td>
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<tr>
<td>Three Exams (2 @ 60 points and Final with 70 points)</td>
<td>190</td>
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<tr>
<td>Class Participation</td>
<td>70</td>
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<td><strong>TOTAL</strong></td>
<td><strong>600</strong></td>
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It is expected students will have assignments turned in on the due date. 5% per day will be deducted from the grade for each day an assignment is late.

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<tr>
<th>Grade Range</th>
<th>Percentage</th>
<th>Grade</th>
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<tbody>
<tr>
<td>93-100%</td>
<td>(A) Marked Excellence</td>
<td></td>
</tr>
<tr>
<td>84 – 92%</td>
<td>(B) Superior</td>
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<tr>
<td>75 – 83%</td>
<td>(C) Average</td>
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<tr>
<td>66 – 74%</td>
<td>(D) Deficient</td>
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<tr>
<td>65 and below</td>
<td>(F) course failure</td>
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A student with 75% or less at mid-term will receive a deficiency.

Required Text, Readings, and Materials:

Class Policies: Last Date to Change to Audit Status or to Withdraw with a W Grade: November 3, 2006.

Student Rights and Responsibilities: Please refer to the Casper College Student Conduct and Judicial Code for information concerning your rights and responsibilities as a Casper College Student.

Chain of Command: If you have any problems with this class, you should first contact the instructor in order to solve the problem. If you are not satisfied with the solution offered by the instructor, you should then take your problem through the appropriate chain of command starting with the department head, then the division chair, and lastly the vice president for academic affairs.

Academic Dishonesty - Cheating & Plagiarism: Casper College demands intellectual honesty. Proven plagiarism or any form of dishonesty associated with the academic process can result in the offender failing the course in which the offense was committed or expulsion from school. See the Casper College Student Code of Conduct.

ADA Accommodations Policy: It is the policy of Casper College to provide appropriate accommodations to any student with a documented disability. If you have a need for accommodation in this course, please make an appointment to see me at your earliest convenience.
SECTION I: Foundations of the Occupational Therapy Profession

Section I provides the student with an approach to defining Occupational Therapy (OT). The philosophy of OT is introduced as well as a review of the developmental history of the profession. An introduction to the education for OT practitioners is provided as well as a look at the professional organizations: American Occupational Therapy Association (AOTA) and the delineation of roles within the profession. At the completion of Section I the student will be able to:

1. Verbalize a working definition of OT
2. Discuss the philosophical base of OT
3. Verbalize knowledge of the education process of OT practitioners
4. Demonstrate an understanding of AOTA; how it operates, services provided and organization structure
5. Discuss the role delineation of OT, OT assistants and OT aids.

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<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>ASSIGNMENT</th>
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<tbody>
<tr>
<td>August 29</td>
<td>Introduction to Course</td>
<td>Ch. 3, Section I</td>
</tr>
<tr>
<td></td>
<td>Definition of Occupational Therapy</td>
<td></td>
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<tr>
<td>Sep 5</td>
<td>History of Occupational Therapy</td>
<td>Ch. 1 Assignment 1 due</td>
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<tr>
<td>Sep 12</td>
<td>Education Roles</td>
<td>Ch 2, 12, 13, 52, Assignment 2 due</td>
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<td>AOTA Philosophy</td>
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<td></td>
<td>Philosophy</td>
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<tr>
<td>Sep 19</td>
<td>Examination I</td>
<td>Assignment 3 due</td>
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Section II: OT Practice

Section II introduces the concepts of OT practice. This includes the use of occupations as therapy, assessment and the specific approaches of the professional practice. At the completion of Section II the student will be able to:

1. Discuss occupation as a tool for therapeutic treatment
2. Discuss activity analysis, adaptation and grading
3. Demonstrate an understanding of theory and frames of reference in OT
4. Articulate domains of concern for the OT profession
5. Demonstrate an understanding of OT terminology
6. Discuss the OT treatment process
7. Demonstrate an awareness of therapeutic-use-of-self, activity and environment
8. Articulate major areas contained in the Occupational Therapy Practice Framework
## Section III: Common Diagnoses and Populations Addressed by OT

This section presents information for diagnoses of clientele commonly seen by OT practitioners. Specific areas addressed include pediatric conditions, psychosocial diagnoses, physical dysfunctions and geriatric considerations. At the completion of Section III, the student will be able to:

1. Articulate a beginning understanding of common diagnoses treated by OT
2. Discuss beginning concepts in OT approaches to disabling conditions
3. Verbalize an understanding of the role of OT in rehabilitation

### DATE | TOPIC | ASSIGNMENT
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Nov 7 | Presentations | Community Project due
Nov 14 | Pediatric Practice | Unit 9
Nov 21 | Mental Health Practice | Ch 23 Assignment 8 due
Nov 28 | Physical Disabilities Practice | Ch 38, 39, 40, 41, 42, 44 and pages: 98-100, 534-541, 933-934 Assignment 9 due
Dec 5 | Elderly, Home Health Trends in OT | Ch. 31 and 54, pps. 144-145 Assignment 10 and 12 due
Dec 12 | Course Review | Assignment 11 due
Dec 19-22 | FINALS -TBA |