

# Therapeutic Use of Occupations or Activities I

## **Class**

OTHA 1315

Various occupations or activities used as therapeutic interventions in occupational therapy. Emphasis on awareness of activity demands, contexts, adapting, grading, and safe implementation of occupations or activities. (WECM 51.0803)

Professional conduct and communication are considered to be essential skills in the healthcare professions and are required in the classroom, as well as, in any online course environment. Students are expected to be polite and respectful, whether talking face-to-face, e-mailing, chatting, or posting online. Behavior that is disruptive (i.e., excessive talking, rudeness to others, distracting behaviors such as leaving and re-entering class, cell phones ringing, etc.) will not be tolerated. Cell phones must be placed on silence during classes.

## **Course Learning Objectives**

Identify various occupations or activities designed to support performance; describe the activity demands of various occupations or activities; interpret the context of various occupations or activities; demonstrate safety and management of resources; translate the Occupational Therapy Practice Framework (OTPF) to occupations or activities; and demonstrate basic documentation skills. (WECM 51.0803)

## **Required Textbooks**

*Crafts and Creative Media in Therapy*, 3<sup>rd</sup> ed., Carol Tubbs and Margaret Drake, ISBN: 978-1-55642-756-5

*Occupational Therapy Practice Framework: Domain and Process*, 2<sup>nd</sup> ed., American Occupational Therapy Association, ISBN: 978-1-56900-265-0

*Pierson and Fairchild's Principles & Techniques of Patient Care*, 5<sup>th</sup> ed., Sheryl L. Fairchild, ISBN: 978-1-4557-0704-1

The following textbooks purchased for other OTA courses will be used in this course:

*Physical Dysfunction Practice Skills for the Occupational Therapy Assistant*, 3<sup>rd</sup> ed., Mary Early, ISBN: 978-0-323-05909-1

*Ryan's Occupational Therapy Assistant: Principles, Practice Issues, and Techniques*, 4<sup>th</sup> ed., Sally E. Ryan and Karen Sladyk, ISBN: 978-1-55642-740-4

## **Required Materials**

Laptop computer or other materials for note taking; access to a computer and printer for completing assignments; email availability for completing course assignments and general course communication. Computers are available for students to use for educational purposes in the Academic Support Center in the Education Center at Mineral Wells.

## **Evaluation Standards**

### **Assignments**

All assignments are due at the beginning of the class period unless otherwise stated and are expected to be original, independent work. Each assignment should be neat and legible, with correct spelling and grammar. Acceptance of late assignments due to an absence, are at the discretion of the instructor.

### **Make-Up Work/Exams**

Make-up work/exams will be required for absences in order to ensure that students acquire information and skills presented during their absence. Students will be responsible for contacting their instructor(s) about missed assignments and/or exams. All assignments and/or exams are due upon the student's return to class. Make-up work, however, is at the discretion of the instructor.

### **Grade Compilation**

Midterm Exam	30%
Final Exam	30%
Assignments	15%
Presentation	15%
Lab Participation/Quiz*	10%
Total 100%	

\*Participation includes:

- Punctual attendance
- Active communication
- Class and lab engagement
- Professional behavior during all class and lab time
- Preparedness for class

### **Grading Scale**

A	90-100%
B	80-89%
C	75-79%
F	Less than 75%

### **Course Progression**

After completing this course, the student must be able to:

1. Identify various occupations or activities designed to support performance. (ACOTE B.5.1.)
2. Describe the activity demands of various occupations or activities. (ACOTE B.5.1.)
3. Interpret the context of various occupations or activities. (ACOTE B.2.2.)
4. Translate the Occupational Therapy Practice Framework (OTPF) to occupations and activities. (ACOTE B.5.1.)
5. Demonstrate basic documentation skills. (ACOTE B.4.10., B.5.30.)
6. Demonstrate safety and management of resources. (ACOTE B.5.14.)

### **Tasks**

1. Identify various occupations or activities designed to support performance. (SCANS )
  1. Articulate the benefits of crafts and other creative activities as therapeutic tools.
  2. Explain how craft activities can be utilized to support performance and promote healing.
  3. Articulate the restorative and productive benefits of crafts.
  4. Understand how crafts can be incorporated into occupational therapy treatment.
2. Describe the activity demands of various occupations or activities. (SCANS )

1. Describe the historical context of activity analysis.
  2. Complete a basic activity analysis.
  3. Differentiate between grading and adaptation of an activity during therapy.
3. Interpret the context of various occupations or activities. (SCANS )
1. Articulate how the context of an activity directly affects performance.
  2. Identify the four primary types of contexts outlined in the Occupational Therapy Practice Framework (OTPF) and how they relate to specific activities utilized in the therapeutic process.
4. Translate the Occupational Therapy Practice Framework (OTPF) to occupations and activities. (SCANS )
1. Define both "domain" and "process" components of the OTPF
  2. Recognize and explain the areas of occupation within the OTPF.
  3. Recognize and explain the client factors within the OTPF.
  4. Recognize and explain the activity demands within the OTPF.
  5. Identify the performance skills in the OTPF.
  6. Identify and explain performance patterns within the OTPF.
  7. Identify and explain the contexts and environment within the OTPF.
  8. Describe how the OTPF becomes operational using evaluations and outcomes.
  9. Provide examples of various occupations and how they relate to the OTPF principles.
5. Demonstrate basic documentation skills. (SCANS )
1. Understand the purpose of documentation in occupational therapy.
  2. Articulate the basic elements of occupational therapy documentation.
  3. Describe the various types of occupational therapy records and reports.
  4. Understand the occupational therapy reporting process including evaluations, treatment plans, progress notes, and discharge plans.
  5. Understand the differences between occupational therapist and occupational therapy assistant documentation responsibilities.
  6. Articulate the concepts of short-term and long-term goals in documentation.
  7. Understand the levels of assistance by FIM scores as they relate to documentation of patient progress.
  8. Understand the concept of a SOAP note and Treatment Plan.
6. Demonstrate safety and management of resources. (SCANS )
1. Demonstrate proper/safe mobility techniques.
  2. Demonstrate proper/safe ADL techniques including use of adaptive equipment.

### **Absences**

1. Attendance is essential for the attainment of course objectives. Students are allowed no more than three absences per course, per semester. Students exceeding the three absences will be dropped from the course(s) and will not be allowed to continue in fieldwork courses. Fieldwork failures/withdrawals are addressed in the Fieldwork Handbook. Students will be allowed to continue in the remaining didactic courses, but will not be able to continue on to the next semester.
2. Late arrivals and early departures are not allowed in class, lab, or fieldwork. This behavior can cause students to be unsuccessful in the program and could lead to dismissal from the program.
3. If a student is dropped from the program for absences or for academic reasons, he/she may reapply the following year. (See *Returning Students* section in the *OTA Student Handbook*.)

### **Instructional Methods**

Lectures; laboratory activities; reading assignments; individual and/or group projects, structured activities, and assignments; group discussion; audio-visual materials; and/or computer-based activities.

### **Disabilities**

**ADA Statement:**

Any student with a documented disability (e.g. learning, psychiatric, vision, hearing, etc.) may contact the Office on the Weatherford College Weatherford Campus to request reasonable accommodations. *Phone:* 817-598-6350  
*Office Location:* Office Number 118 in the Student Services Building, upper floor. *Physical Address:* Weatherford College 225 College Park Drive Weatherford, TX.

**Academic Integrity**

Academic Integrity is fundamental to the educational mission of Weatherford College, and the College expects its students to maintain high standards of personal and scholarly conduct. Academic dishonesty of any kind will not be tolerated. Academic dishonesty includes, but is not limited to, cheating on an examination or other academic work, plagiarism, collusion, and the abuse of resource materials including unauthorized use of Generative AI. Departments may adopt discipline specific guidelines on Generative AI usage approved by the instructional dean. Any student who is demonstrated to have engaged in any of these activities will be subject to immediate disciplinary action in accordance with institutional procedures.

**SCANS**

The Secretary's Commission on Achieving Necessary Skills (SCANS) identified Foundation Skills in the areas of Basic Skills, Thinking Skills, and Personal Qualities, and Workplace Competencies in the areas of Resources, Information, Interpersonal, Systems, and Technology. This course is part of a program in which each of these Skills and Competencies are integrated. The specific SCANS Competencies that are recognized throughout this course are noted in the *Tasks* section of this syllabus; and the *Scans Competencies* chart is the last page of this syllabus.