



Walters State Community College Course Syllabus

Course Information

Course Number and Name: OTAP 1210 Foundations of OT

Section ID: 81384.202380

Semester and Year: Fall 2023

Credit Hours: 2

Start Date: August 21, 2023

End Date: December 08, 2023

Course Format: CON - Conventional Methodology

Catalog Course Description: This course introduces the basic tenets of the occupational therapy profession. Topics include history, philosophy, the OT Practice Framework, the OT process, ethics, role delineation, standards of practice, professional organizations, and evidence-based practice.

Prerequisite(s): BIOL 2010/2011, BIOL 2020/2021. **F**

Meeting Details: R; 12:00PM - 02:00PM;

Course Drop Deadline: October 27, 2023

Instructor Information

Name: John Pruett

Role: Instructor

Office Location: 287

Office Hours: Tuesdays 9-3; By appointment; Walk-ins and virtual drop-ins welcome!

Office Phone: 423-798-7985

Email: John.Pruett@ws.edu

Supervisor Name: Courtney Boren

Supervisor Phone: 423-798-8183

Secretary Name: Dawn Woodley

Secretary Phone: 423-798-8187

Name: Courtney Boren

Office Location: WSGC2 291

Office Hours: Monday and Thursday 10-12, 1-3

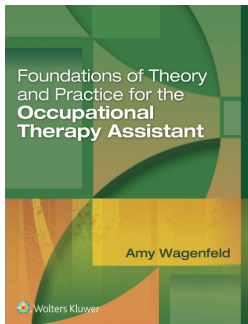
Office Phone: 423-798-8183

Email: Courtney.Boren@ws.edu

Supervisor Name: Sheila Williams

Supervisor Phone: 423-585-6992

Required Textbook(s) and Materials



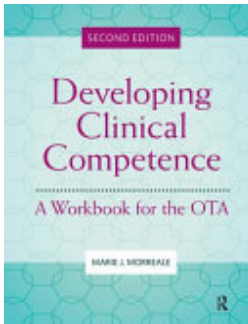
Foundations of Theory and Practice for the Occupational Therapy Assistant

ISBN: 978-1-4963-1425-3

Authors: Amy Wagenfeld

Publisher: Wolters-Kluwer

Publication Date: 2017-03-01



Developing Clinical Competence

ISBN: 9781630918965

Authors: Marie Morreale

Publisher: Slack

Publication Date: 2021-10-15

Edition: Second

**American Occupational Therapy Association Membership
Additional Information**

www.aota.org

Supplemental or Optional Materials

Quick Reference OT Dictionary , Karen Jacobs ISBN: 9781617116469

Student Learning Outcomes/Objectives

- Course Objectives

1. Demonstrate an understanding of the history of the profession, code of ethics, and standards of practice that guides the practice of occupational therapy.
2. Articulate the multiple roles of the OTA practitioner and the supervisory and collaborative relationship between the OT and OTA.
3. Describe the dynamics of occupation based on the Occupational Therapy Practice Framework.

- Student Learning Outcomes

1. Describe the meaning and dynamics of occupation and activity, including the interaction of areas of occupation, performance skills, performance patterns, activity demands, context(s) and environments, and client factors.
2. Articulate an understanding of the importance of the history and philosophical based of the profession. (2011 ACOTE Standard B.2.1, B.3.4)
3. Demonstrate a knowledge and understanding of the AOTA Code of Ethics, AOTA Standards of Practice as a guide for professional interactions and in clinical treatment and employment settings. (2011 ACOTE Standard B.5.3, B.9.1)
4. Identify and appreciate the varied roles of the OTA as a practitioner, educator and research assistant. (2011 ACOTE Standard B.5.27, B.9.7)
5. Identify and explain the need for supervisory roles, responsibilities, and collaborative professional relationships between the OT and OTA. (2011 ACOTE Standard B.5.27, B.9.7, B. 7.7)
6. Explain the role of sociocultural, socioeconomic, and diversity factors, as well as lifestyle choices in contemporary society to meet the needs of persons, groups, and populations (e.g., principles of psychology, sociology, and abnormal psychology). (2018 ACOTE B.1.2.) Objective Exam, Critical Thinking Test 1
7. Demonstrate knowledge of the social determinants of health for persons, groups, and populations with or at risk for disabilities and chronic health conditions. This must include an understanding of the epidemiological factors that impact the public health and welfare of populations. (2018 ACOTE B.1.3.) Objective Exam, Learning Activity 2
8. Apply scientific evidence, theories, models of practice, and frames of reference that underlie the practice of occupational therapy to guide and inform interventions for persons, groups, and populations in a variety of practice contexts and environments. (2018 ACOTE B.2.1.) Objective Exam, Frame of Reference/Models of Practice Paper
9. Apply knowledge of occupational therapy history, philosophical base, theory, and sociopolitical climate and their importance in meeting society's current and future

occupational needs as well as how these factors influence and are influenced by practice. (2018 ACOTE B.3.1.) Objective Exam, Historical Figures Assignment, Learning Activity 1

10. Demonstrate therapeutic use of self, including one's personality, insights, perceptions, and judgments, as part of the therapeutic process in both individual and group interaction. (2018 ACOTE B.4.1.) Learning Activity 3
11. Identify and explain the contextual factors; current policy issues; and socioeconomic, political, geographic, and demographic factors on the delivery of occupational therapy services for persons, groups, and populations and social systems as they relate to the practice of occupational therapy. (2018 ACOTE B.5.1.) Objective Exam, Critical Thinking Test 1
12. Explain the role and responsibility of the practitioner to advocate for changes in service delivery policies, effect changes in the system, recognize opportunities in emerging practice areas, and advocate for opportunities to expand the occupational therapy assistant's role. (2018 ACOTE B.5.2.) Objective Exam, Critical Thinking Test 2
13. Define the systems and structures that create federal and state legislation and regulations, and their implications and effects on persons, groups, and populations, as well as practice. (2018 ACOTE B.5.4.) Objective Exam, Critical Thinking Test 1
14. Provide care and programs that demonstrate knowledge of applicable national requirements for credentialing and requirements for licensure, certification, or registration consistent with federal and state laws. (2018 ACOTE B.5.5.) Objective Exam, Critical Thinking Test 4
15. Define strategies for effective, competency-based legal and ethical supervision of occupational therapy assistants and non-occupational therapy personnel. (2018 ACOTE B.5.8.) Objective Exam, Clinical Competence Worksheets 3-1, 3-2, Critical Thinking Test 2
16. Understand the difference between quantitative and qualitative research studies. (2018 ACOTE B.6.2.) Journal Article Assignment
17. Demonstrate the skills to understand a scholarly report. (2018 ACOTE B.6.3.) Journal Article Assignment
18. Demonstrate knowledge of the American Occupational Therapy Association (AOTA) Occupational Therapy Code of Ethics and AOTA Standards of Practice and use them as a guide for ethical decision making in professional interactions, client interventions, employment settings, and when confronted with personal and organizational ethical conflicts. (2018 ACOTE B.7.1.) Ethics Case Study Discussion, Critical Thinking Test 2, Clinical Competence Worksheets 2-7, 2-8, Learning Activity 2-2
19. Demonstrate knowledge of how the role of a professional is enhanced by participating and engaging in local, national, and international leadership positions in organizations

or agencies. (2018 ACOTE B.7.2.) Objective Exam, Critical Thinking Test 4

20. Define the process of theory development and its importance to occupational therapy. (2018 ACOTE B.2.2.) Frame of Reference/Models of Practice Paper

21. Explain an understanding of the business aspects of practice including, but not limited to, financial management, billing, and coding. (2018 ACOTE B.5.3.) Clinical Competence Learning Activity 8-3, Learning Activity 4

- Relationship to Curriculum Design

- Offered within the introductory foundational courses – “What is Occupational Therapy” Foundational skills and information about occupation, the profession and practice settings.
- This course introduces students to the profession of occupational therapy, its history, philosophical base and values, standards of practice, service delivery models, the program's mission, curriculum model (PEO) and how they are all interrelated with the OTPF. Through assigned readings, and through the introduction of beginning research techniques, students learn about a variety of frames of references and models that guide occupational therapy practice. Students specifically apply concepts related to the PEO Model and develop a better understanding of how unique factors within the person, environment and occupation subsystems may support or inhibit occupational performance. This course primarily addresses “E” or Environment in the PEO model: - how the framework and the profession evolved which guides and shapes the students practice. This in turn influences the environment where and how the client receives those services.
- Course components are foundational, and will be built upon, explored, and applied in subsequent coursework as students' progress through the curriculum. This course most closely relates to Bloom's Taxonomy levels of Remember, Understand, and Apply.
- Curricular Threads: Discovering occupational beings across the lifespan, promoting occupational performance, and Developing the professional

Instructional Approach and Methods

1. Assigned Readings
2. Lectures and in-class discussions
3. Historical Figures Presentation
4. Journal Article Review

5. Frame of Reference Paper
6. Objective Exams
7. Critical Thinking Tests
8. Weekly Learning Activities
9. Professionalism/Participation

Assessment, Evaluation and Testing Procedures

1. Historical Figures Presentation: Assessed using assignment rubric located in eLearn
2. Journal Article Review: Assessed using assignment rubric located in eLearn
3. Frame of Reference Paper: Assessed using assignment rubric located in eLearn
4. Objective Exams: Administered through eLearn using Respondus Lockdown
5. Critical Thinking Tests: Assessed by instructor clinical expertise
6. Weekly Learning Activities: Assessed through instructor feedback during class.
7. Professionalism/Participation: Assessed by instructor based on in-class participation.

Grading Scale

A	930-1000
B	850-929
C	750-849
D	749-651
F	650 and below

Assignments

4 objective exams with critical thinking testing:150 points each	600
Journal Article Review	100
Frame of Reference/ Models of Practice Paper	100
Historical Figures Assignment	100
4 Learning Activities x 10 points	40
Clinical Competence 5 topics x 10 points	50
Professionalism and Participation	10

Class Participation

Please refer to OTA Program Handbook.

Course and Class Policies/Procedures

Please refer to OTA Program Handbook.

This syllabus sets forth the expectations for the course content, work, and grading as well as expectations for student performance and conduct. The syllabus does not constitute a contract between the student and the instructor or the College. The information contained here is subject to change at any time. Instructor reserves the right to modify this syllabus at any time with written notification to the students. Though changes are possible, it is expected that the course will be conducted as described in this syllabus.

Online/Web-Enhanced Course Supplementary Information

- This class may utilize web tools and apps. You do not have to have a phone to access and use the tools needed in this class. However, you may check out iPads for class use at any of the WSCC campuses.
- Test and assignment deadlines will not be reset unless documentation of extenuating circumstances provided.
- Dropbox submissions must have your last name, first initial, and assignment in the saved file name i.e. cboren-TApart1
- Dropbox submissions must be saved as word documents or rich text format
- Review Objective Assessment Policy in 2021 Student Handbook
- Tests are timed and students will have 1.5 minutes per question.

Academic Honesty

Faculty expect all students to refrain from acts of academic misconduct including but not limited to:

1. Plagiarism - refers to using another person's ideas or writing without giving proper credit to the original source. Indulging in this type of conduct will subject the student to disciplinary sanctions, which may be imposed through the regular institutional procedures of Walters State

Community College as outlined in the Student Handbook. Plagiarism will result in a grade of "0" for the paper/exam/presentation. Student Conduct and Disciplinary Sanctions contained in the college Catalog/Student Handbook apply (see policy 04:18:02 Disciplinary Sanctions).

Plagiarism includes, but is not limited to the following:

- a. Using cut/paste tool from original document with no references given.
 - b. Copying another student's work and submitting it as one's own.
 - c. Forging or otherwise altering signatures.
 - d. Giving or falsifying academic documents or materials.
2. Cheating - construed as attempting to deceive or mislead which includes, but is not limited to the following:
 - a. Utilizing old tests, projects, notes or written papers.
 - b. Providing unauthorized information to a fellow student about exam content.
 - c. Receiving unauthorized aid from any source with quizzes, examinations, or other assignments.
 - d. Seeking information in an unacceptable manner during/preceding an exam or other assigned work (cheat sheet, verbal exchange, looking at another person's paper or electronic device, utilizing headphones, using textbook when the test/quiz is not an open book test/quiz, using textbook test bank etc.).
 - e. Consulting with a classmate or others when taking a computerized test.
 - f. Disregarding other specific policies and procedures outlined for a particular class.
 - g. Utilizing unapproved technology/electronic equipment during testing (i.e.: mobile devices such as cell phones, smart devices, or tablets, etc.).
 - h. Using the same Internet Protocol network address (IP address) as another student for testing without approval from the course faculty.
3. The use of any generative artificial intelligence (AI) tool, such as OpenAI's ChatGPT, Google's Bard, or any other pre-trained language model (commonly referred to as "chatbot"), must be cited for any assignment where it has been used and may not be used unless specifically allowed by your instructor. Please see your instructor or the course policies within the syllabus if you have questions.

Student Resources

TUTORING SERVICES

Students in need of tutoring assistance are encouraged to contact the Office of Student Tutoring located as follows:

- Morristown Campus - Student Services Building Room L107 - (423) 585-6920
- Niswonger Campus - GRNV 226 - (423) 798-7982
- Sevierville Campus - MMH Room 210 - (865) 286-2787
- Claiborne Campus - Room 123A - (423) 851-4761

Specific tutoring assistance in mathematics and writing is available in-person and online as follows:

- Morristown Campus - English Learning Lab - HUM 120 - (423) 585-6970

[Walters State English Learning Lab \(opens in new window\)](https://www.waltersstate.edu/academics/humanities/writing-lab)
[ws.edu/academics/humanities/writing-lab](https://www.waltersstate.edu/academics/humanities/writing-lab)

- Morristown Campus - Mathematics Lab - MBSS 222 - (423) 585-6872

[Walters State Mathematics Learning Lab \(opens in new window\)](https://www.waltersstate.edu/academics/mathematics/learning-lab)
[ws.edu/academics/mathematics/learning-lab](https://www.waltersstate.edu/academics/mathematics/learning-lab)

TECHNOLOGY SUPPORT

Students who need assistance with computing and technology issues should contact the IET Helpdesk by phone at Morristown: (423) 318-2742; Niswonger: (423) 798-8186; or Sevierville: (865) 286-2789 or on-line access.

[Walters State Helpdesk \(opens in new window\)](https://www.waltersstate.edu/helpdesk)
[helpdesk.ws.edu](https://www.waltersstate.edu/helpdesk)

STUDENTS WITH DISABILITIES SUPPORT SERVICES

Students with disabilities must register with Student Support Services each semester in the Student Services Building, Room U134 (phone (423) 585-6892) if they need any special facilities, services, or consideration.

[Walters State Student Support Services \(opens in new window\)](https://www.waltersstate.edu/student-services/disability/)
[ws.edu/student-services/disability/](https://www.waltersstate.edu/student-services/disability/)

SUICIDE PREVENTION STATEMENT

Walters State is committed to and cares about all students. Support services are available for any person at Walters State who is experiencing feelings of being overwhelmed, hopelessness, depression, thinking about dying by suicide, or is otherwise in need of assistance. For immediate help, contact the National Suicide Prevention Lifeline by calling or texting 9-8-8 or the Trevor Lifeline at 1-866-488-7386. Veterans may also contact the Veterans Crisis Line at 1-800-273-8255 (press 1) or Text 838255.

Walters State has a relationship in place with the following community agencies to provide services (may include crisis referral services, prevention screenings, etc.):

- Cherokee Health Systems 423-586-5032
- Frontier Health 423-467-3600

College Policies

STUDENTS HANDBOOK AS OFFICIAL GOVERNING DOCUMENT

This class is governed by the policies and procedures stated in the current Walters State Community College Student Handbook. All students attending Walters State Community College, regardless of the time, location, or format of the class, must abide by the rules and regulations outlined in the current Walters State Catalog/Student Handbook and the current Walters State Timetable of Classes.

[Walters State Catalog \(opens in new window\)](http://catalog.ws.edu/)
catalog.ws.edu/

[Walters State Timetable of Classes \(opens in new window\)](http://ws.edu/admissions/registration/)
ws.edu/admissions/registration/

PURPOSE, LIMITATIONS AND MODIFICATION OF SYLLABUS

This syllabus sets forth the expectations for the course content, work, and grading as well as expectations for student performance and conduct. The syllabus does not constitute a contract between the student and the instructor or the College. The information contained here is subject to change at any time. The instructor reserves the right to modify this syllabus at any time with written notification to the students. Though changes are possible, it is expected that the course will be conducted as described in this syllabus for the semester/year specified in the Course Information section of the syllabus. This syllabus is only valid for the semester/year specified and course requirements are not guaranteed for future semesters.

COURSE GROUND RULES

- Students must attend the first day of on-ground class or contact the instructor prior to the first class. Failure to do this may result in being dropped from the class. Excessive absences may substantially lower the course grade.
- Regular class attendance is a student's obligation for any course regardless of format. (See the Walters State Catalog/Student Handbook). If a student misses class, it is his or her responsibility to contact the instructor regarding missed assignments and/or activities and to be prepared for the next class assignment.

- Students enrolled in web courses must follow the course attendance policy defined for online attendance during the first week of class and throughout the term. Failure to do this may result in being dropped from the class during week one OR may result in the accrual of absences which may negatively impact the student's grade in the course.
- Students who have not paid fees on time and/or are not correctly registered for this class and whose names do not appear on official class rolls generated by the Walters State student information system (MyWS) will not be allowed to remain in class or receive credit for this course.
- Electronic devices must not disrupt the instructional process or college-sponsored academic activity. Use of electronic devices is prohibited unless use of the device is relevant to the activity and use is sanctioned by the faculty member in charge. Electronic devices that are not relevant to the activity or sanctioned by the faculty member in charge should be set so that they will not produce an audible sound during classroom instruction or other college-sponsored academic activity.

FINANCIAL AID

Students receiving any type of financial aid or scholarship should contact the Financial Aid Office before making any changes to their schedule. Schedule changes without prior approval may result in loss of award for the current term and future terms.

All forms of student Financial Aid may be jeopardized or lost due to the lack of Satisfactory Academic Progress in one or multiple courses. Lack of Satisfactory Academic Progress may negatively impact a student's degree/certificate completion pace and further jeopardize Financial Aid eligibility.

CANCELLATION OF CLASSES AND ACADEMIC CONTINUITY

For information related to the cancellation of classes due to inclement weather or other events, please check the Senators Emergency Text system or the college's Web site at:

[Walters State Homepage \(opens in new window\)](#)

ws.edu/home/

[Walters State Facebook page \(opens in new window\)](#)

<https://www.facebook.com/WaltersState/>

[Walters State Twitter page \(opens in new window\)](#)

<https://twitter.com/waltersstate>

or call the college's student information line, 1-800-225-4770, option 1; the Sevier County Campus, (865) 774-5800, option 7; the Niswonger Campus (423) 798-7940, option 7; or the Claiborne County

Campus, 423-636-6200, option 7. Also, please monitor local TV and radio stations for further announcements.

When an event or disaster interrupts the scheduled operations of the college and the ability to proceed with the academic course activities as planned, the college and your instructor may alter the course plan outlined in the syllabus. Should an event occur, students should refer to their course e-Learn pages and/or class materials previously delivered to receive guidance from their instructor. Students should continue to monitor the official college channels of communication listed in the above paragraph. If you would like to sign up for the Senators Emergency Text system, please go to the following Web site:

[Senator Emergency Text System \(opens in new window\)](https://ws.edu/set/)
ws.edu/set/

Dual Enrollment students attending on a high school campus should refer to the high school inclement weather cancellations.

LEARNING MANAGEMENT SYSTEM

Brightspace (commonly known as eLearn or D2L) is the college's Learning Management System (LMS).

Brightspace is committed to accessibility by "deliver[ing] a learning experience that meets the needs of all people, regardless of age or ability." [Brightspace Accessibility Standard \(opens in new window\)](#)

Brightspace is also committed to guarding student data and privacy. [Brightspace Privacy Policy \(opens in new window\)](#)