



**OT Domain & Process
OTA 1180
Course Syllabus**

INSTRUCTOR:
OFFICE:
TELEPHONE:
E-MAIL ADDRESS:
CONSULTATION HOURS:

CURRICULUM LEVEL:

Year 1, Semester 1
Average faculty/student ratio:
1:24 Clock Hours per Week:
Lecture 2

PREREQUISITES: Acceptance into the OTA Program

COURSE DESCRIPTION:

Students learn the history, models of practice and frames of reference in occupational therapy, along with the domain and process of the profession. Students will have an introduction to documentation, medical terminology, and goal writing formats.

COURSE FOCUS:

The course will focus on the history of various practice areas in occupational therapy and a selection of models of practice/frames of reference currently practiced in the profession. A variety of documentation methods with emphasis in global health science standards using SOAP notes will be taught including long/short term goal writing and use of acronyms/medical terminology. The focus will be to achieve an understanding of occupation and the AOTA practice framework as methodology for critically thinking through assessment/treatment/outcome standards for clients in occupational therapy.

RELATIONSHIP TO THE CURRICULUM DESIGN:

OTA 1180 is placed within the first semester of the program to enable students to study and learn foundational principles of occupational therapy including history, domain, and process of the profession. It provides a foundation for documentation, goal setting, and medical terminology for concurrent and future coursework. This course is foundational for all other OTA coursework throughout the curriculum and exposes the student to entry-level note writing and clinical observation skills needed as a student clinician in the OTA clinic and fieldwork assignments.

TEXTBOOKS/LEARNING RESOURCES:

Required Texts & Membership

American Occupational Therapy Association student membership

American Occupational Therapy Association. (2014). *Occupational therapy practice framework: Domain and process (3rd Ed.)*. American Journal of Occupational Therapy, 62, 625-688.
(Free PDF Available on OTA 1180 Canvas Course Page)



Hinojosa, J., Kramer, P., & Royeen, C.B. (2017). *Perspectives on human occupation: Theories underlying practice*. Philadelphia, PA: F.A Davis Company
Morreale, M. J., & Borcharding, S. (2017). *The OTA's guide to documentation (4th Ed.)*. Thorofare, NJ: Slack, Inc.

Supplemental Texts:

Radomski M., & Trombly Latham, C.A. (2014). *Occupational therapy for physical dysfunction*. LWW, Philadelphia, PA.

SUPPLIES AND TOOLS:

3-Ring Notebook ½ inch
Access to a computer with internet services

COLLEGE WIDE LEARNING OUTCOMES/STUDENT LEARNING OUTCOMES:

SLCC is committed to fostering and assessing the following student learning outcomes in its programs and courses. Students will complete and demonstrate competency in the following:

Acquire substantive knowledge in occupational therapy

1. Acknowledge and understand the importance of the history and philosophical base of the profession of occupational therapy (OT).
2. Learn about and interpret the American Occupational Therapy Association Occupational Therapy Practice Framework for client assessment.
3. Demonstrate familiarity with and explain OT models of practice and frames of reference within those models in terms of how they impact practice.
4. Demonstrate an understanding of how the role of a professional is enhanced by knowledge of and involvement in international, national, state, and local occupational therapy associations.

Assessment of skill: Case study domain & process analysis, medical terminology/history quizzes, final exam

ACOTE Standards: (B.2.1, 2.2, 3.1, 3.2, 3.4, 9.2)

Communicate effectively

5. Write long and short-term goals to functional disabilities, contexts and priorities.
6. Demonstrate knowledge of domain and process through written quizzes, exams, documentation, and informal verbal assessments.
7. Interview an individual with a disability and complete a written case study analysis.
8. Classify content of intervention note writing to the correct subjective, objective, assessment, plan (SOAP) note categories.

Assessment of skill: Documentation assignments, quizzes and final exam, case study domain & process analysis

ACOTE Standards: (B.4.1, 4.10, 5.1)

Develop quantitative literacies

9. Use measures and quantitative standards such as number of repetitions, variation of size, time and measurements with documentation.

Assessment of skill: Documentation assignments
ACOTE Standards: (B.4.10)

Think critically and creatively

Assessment of skill: Participation/agendace/
professionalism ACOTE Standard: (B.9.1)

Develop the knowledge and skills to be civically engaged

10.Engage in principled, vigorous, and respeciu dialogue within the classroom and when completing interviews with families and persons with disabilities.

Assessment of skill: Case study domain & process analysis, worksheets ACOTE Standard: (B.9.1)

Develop the knowledge and skills to work with others in a professional and constructive manner.

11.Act on standards of professionalism and civility with various student while engaged in active learning and other assignments.

Assessment of skill: Worksheets, quizzes, case study domain & process analysis

Develop computer and information literacy.

12.Access contemporary computer sojware for assessment of medical terminology.

13.Utilize word processing for assignments and access course material/grades through Canvas. Assessment of skill: all assignments, quizzes, final

ACOTE Standard: (B.1.8)

COURSE EVALUATION:

Quizzes (9 @ 10 points each)	90
Case Study	65
AOTA Explora6on	12
My View of OT discussion and reflection	3
SOAP Notes (4 @ 5 points each)	20
Model presentation	30
Final	100
Reading Summaries (11@ 5 pts each)	55
Professionalism/ Participation (15@ 5 points each)	75
Total:	450

GRADING SCALE:

95-100 %	A	78-79% C+	60-63% D-
90-94 %	A-	75-77% C	0-59% E

87-89 %	B+	71-74% C- ** Course retake required for C- & below
83-86 %	B	67-70% D+
80-82 %	B-	64-66% D

**Assignments, objectives, due dates and point values are subject to change per instructor. Changes will

be noted in the Announcement area of Canvas course site and/or stated in class. It is the student's responsibility to check the site frequently for updates.

** Students must achieve minimum competency of skills in all courses and assignments as outlined in each course syllabi and assignment. Students who fail a quiz **will be** required to retake it once. If the student does not pass the retake at 75%, the student will be placed on academic probation. If the student passes the retake, the original quiz grade will stand on cumulative grading for that course. If a student cannot pass a midterm or final exam with at least a C (75%) for minimum competency, the instructor for the course has the right to require a student to complete a retake or parallel exam so the student can demonstrate competency of the material. The final grade for the course is determined on the total number of points achieved by the student. As noted above the first score of a quiz or other exam is calculated. In order to pass the course, the student needs to achieve 75% of the total points available.

ASSIGNMENT DESCRIPTIONS:

Please see specific assignment pages on the Canvas page for this course for assignment descriptions.

COVID-19

Due to the uncertainties of COVID-19, course delivery (such as moving to online) is subject to change at any point during the semester if recommended or mandated by state/national government officials.

Salt Lake Community College is firmly committed to helping protect the health and safety of our students, staff and faculty, and to serving our communities. We are closely monitoring the changing situation due to the global pandemic and complying with Public Health guidance.

Students, faculty, staff, and others that are participating in this course understand that wearing a face covering that covers the mouth and nose is required at all times in the class.



STUDENT ATTENDANCE AND ABSENCE POLICY:

Please refer to the OTA Student Handbook for details regarding the Attendance and Absences Policy. Briefly, all students are expected to be in class unless a serious illness or emergency occurs. Students will notify instructor prior to class if they will be missing. Students who are absent for an entire day will accumulate one unexcused absence for each course missed. Notification of the instructor does not assume the absence is excused. Being late to class, not coming back on time from break or leaving early is also considered an unexcused absence. Two unexcused absences will be followed with a Letter of Probation. Two Letters of Probation will result in dismissal from the OTA program.

STUDENT CODE OF CONDUCT/PLAGIARISM

The student is expected to follow the SLCC Student Code of Conduct at all times. Violations are taken very seriously. Academic Standards, as stated in the Student Code of Conduct published by the Salt Lake Community College, are adhered to regarding Academic Honesty/Dishonesty including cheating, misrepresentation, out-of-class work, plagiarism, and other violations.

Plagiarism is not tolerated and will be treated seriously. All students will be honest in completing all exams and assignments and do their own work. SLCC's plagiarism will be strictly enforced. Group work is to be shared equally. Students not contributing their share of the group work may be placed on probation as they are receiving credit for someone else's work. Students should not protect other students who are not participating equally. The code of Conduct can be found online at http://www.slcc.edu/policies/docs/Student_Code_of_Conduct.pdf

LATE ASSIGNMENT POLICY:

Please refer to the Late Assignment policy in the OTA Student Handbook for details regarding late assignments. Briefly, in order to develop and establish professional behaviors, assignments for any given course must be turned in during the scheduled course time, unless other arrangements have been made with an instructor. After the class is dismissed for the day, assignments can be turned in up until 11:59 pm via email or Canvas (if approved by instructor) for 50% of the points. After that time, the assignment is still expected to be turned in, but the point value will decrease to zero. If a student has an unexcused absence for the class, no points will be awarded for assignments unless it is turned in prior to the start of the course electronically to the instructor.

Quizzes and other exams can only be made up with an excused absence. In the case of a practical or final exam, makeup is required but no point value will be awarded.

WITHDRAWAL NOTICE:

Instructors will not sign a student drop or withdrawal form if a student is not passing



a course beyond the college deadline for drops, which is generally about three weeks into the course. Please check the official withdraw deadline on the College website at: <http://www.slcc.edu/academiccalendar/> .

ELECTRONIC DEVICES:

Any paging or mobile telephone device must be turned off during class time. If students are required by an employer to be on call or have extenuating circumstances in which it is necessary to have a paging device on during class time, the instructor must give permission before the class starts. No recordings of the class should be done without the consent of the instructor unless specific accommodations from the Disability Resource Center have been established. Students using text messaging or surfing the internet on the phone or personal computer during class time will be asked to leave and will lose professionalism/participation points for that day's lecture.

EVACUATION PROCEDURES:

In case of an emergency, please walk to the nearest exit on the east end of the building and meet outside next to East OTA/PTA entrance.

WEATHER INFORMATION:

Classes may be cancelled in case of inclement weather conditions as defined by SLCC. Please call SLCC at 801-957-4636 for weather and emergency information.

INSTITUTIONAL SYLLABUS:

Please see the Institutional Syllabus in the Modules section of Canvas course OTA 1100 for information related to institutional policies, learning support and tutoring services, and advising and counseling support services.

OTA 1180 Domain & Process Lecture

Readings:

Course Schedule and Outline*

H,K&R: Hinojosa, J., Kramer, P., & Royeen, C.B. (2017). Perspectives on human occupation: Theories underlying practice. Philadelphia, PA: F.A Davis Company.

M&B: Morreale, M. J., & Borcharding, S. (2017). The OTAs guide to documentation (4th Ed.). Thorofare, NJ: Slack, Inc.

R&T: Radomski M., & Trombly Latham, C.A. (2014). Occupational therapy for physical dysfunction. LWW, Philadelphia, PA.

*Schedule and assignments subject to change based on course, student and instructor needs.

Week	Date	Class Topic	Reading	Assignment
#1	Aug 26	<ul style="list-style-type: none"> Syllabus and course schedule Description of assignments My view of OT 	<ul style="list-style-type: none"> Mueller chapter 1 (Canvas) 	Nothing Due
#2	Sept 2	Labor Day Holiday	No Classes	

#3	Sep 9	<ul style="list-style-type: none"> • Domain & Process in OT • AOTA Practice Framework Overview • Where did OT come from and where is OT going? • AOTA Practice Framework Overview • Creating your own success 	<ul style="list-style-type: none"> • AOTA Practice Framework (Look through and become familiar with this) • H,K, &R: Ch. 1 • Cole & Tufano: Ch. 1 (Canvas) • Morreale & Borcherding (M&B) Ch. 1,4 	<ul style="list-style-type: none"> • Take quiz in <i>Assessment Center</i> • Acronym quiz #1 from M&B pgs. 64 & 65; <i>Table 4-1 Abbreviations and Symbols</i> • “My view of OT” assignment • AOTA exploration • Reading summaries: H, K, & R: Ch. 1; Cole & Tufano Ch. 1
#4	Sep 16	<ul style="list-style-type: none"> • Core Concepts of DDDM Model • Health Record & SOAP Notes • Case Study: D&P assignment discussed 	<ul style="list-style-type: none"> • H, K, & R: Ch. 2 • Schaaf (2015)-Canvas • M&B, Chapters: 2, 6-10 	<ul style="list-style-type: none"> • Take quiz in <i>Assessment Center</i> • Acronym quiz #2 from M&B pg. 66 & 67; <i>Table 4-1 Abbreviations and Symbols Continued</i> • AOTA Exploration • Reading Summaries: H, K, & R: Ch. 2; Schaff (2015)

#5	Sep 23	<ul style="list-style-type: none"> • Clinical Reasoning as a model for Documentation • Understanding Theory and Models • Health Record & SOAP Notes Continued 	<ul style="list-style-type: none"> • M&B, Ch. 5, 12 • Cole & Tufano Ch. 4 (Canvas) • R&T, Ch. 2 (scan for main points) • Wren & Buckingham (2016) 	<ul style="list-style-type: none"> • Take quiz in <i>Assessment Center</i> • Acronym quiz #3 from Canvas postings • AOTA Exploration • Reading Summaries: Cole & Tufano Ch. 4 (Canvas) Wren & Buckingham (2016)
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#6	Se p 30	<ul style="list-style-type: none"> • Biomechanical and Rehabilitative Frames of Reference 	<ul style="list-style-type: none"> • Cole & Tufano Ch. 14 (Canvas) • R&T. Ch. 20 	<ul style="list-style-type: none"> • Take quiz in <i>Assessment Center</i> Quiz #4: OTPF Practice framework and documentation quiz • AOTA Exploration • Reading Summaries: Cole & Tufano Ch. 14 (Canvas); R&T. Ch. 20
#7	Oc t 7	<ul style="list-style-type: none"> • Biopsychosocial and ICF • Models Presentation discussed 	<ul style="list-style-type: none"> • Darzens, et al. (2006) • Chen, et al. (2014) 	<ul style="list-style-type: none"> • Take quiz in <i>Assessment Center</i> • Quiz #5: Biomechanical/ Rehabilitative Frames of Reference • AOTA Exploration • Reading Summaries: Darzens, et al. (2006); Chen, et al. (2014)
#8	Oc t 14	<ul style="list-style-type: none"> • Sensory Integration Model 	<ul style="list-style-type: none"> • Cole & Tufano Ch. 18 (Canvas) • Dunn (2007) 	<ul style="list-style-type: none"> • Take quiz in <i>Assessment Center</i> • Quiz #6: Biopsychosocial and ICF Quiz • AOTA Exploration • Case Study Domain & Process Analysis Due • Reading Summaries: Cole & Tufano Ch. 18; Dunn (2007)

#9	Oct 21	<ul style="list-style-type: none"> • Motor Control • Documentation review/practice 	<ul style="list-style-type: none"> • R&T Ch. 8, 21 • Bring M & B Textbook 	<ul style="list-style-type: none"> • Take quiz in <i>Assessment Center</i> • Quiz #7: Sensory Integration • AOTA Exploration • Reading Summaries: R&T: 21
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#10	Oct 28	<ul style="list-style-type: none"> Cognitive Models Documentation review/practice 	<ul style="list-style-type: none"> R&T Ch. 6 H,K&R: Ch. 8 Bring M & B Textbook 	<ul style="list-style-type: none"> Take quiz in <i>Assessment Center</i> Quiz #8: Motor control AOTA Exploration Reading Summaries: R&T Ch. 6; H, K&R: Ch. 8
#11	Nov 4	<ul style="list-style-type: none"> MOHO Documentation review/practice 	<ul style="list-style-type: none"> H,K, & R: Ch. 5 Review sites: http://www.cade.uic.edu/moho/default.aspx http://bit.ly/MOHO-video Taylor, et al. (2013) Bring M & B Textbook SOAP Note Assignment Given 	<ul style="list-style-type: none"> Take quiz at home Quiz #9: Cognitive Models AOTA Exploration Reading Summaries: H,K, & R: Ch. 5
#12	Nov 11	<ul style="list-style-type: none"> Models of Learning 	<ul style="list-style-type: none"> R&T, Ch. 13 Lang and Birkenmeier, Ch 1 (Canvas) 	<ul style="list-style-type: none"> Take quiz in <i>Assessment Center</i> Quiz #9: MoHo AOTA Exploration Week 13 articles and handout Reading Summaries: R&T, Ch. 13 Lang and Birkenmeier, Ch 1 (Canvas)

#1 3	Nov 18	<ul style="list-style-type: none"> • Model presentations #1 <ul style="list-style-type: none"> ○ Person on Environment Occupational ○ Canadian Model of Occupational Performance 	<ul style="list-style-type: none"> • Articles/textbook chapters assigned by presentation groups 	<ul style="list-style-type: none"> • No quiz • Model Presentations Due • <i>Presentations</i> • AOTA Exploration
#1 4	Nov 25	<ul style="list-style-type: none"> • Model presentations #2 <ul style="list-style-type: none"> ○ Kawamodell ○ Occupational Adaptation 	<ul style="list-style-type: none"> • Articles/textbook chapters assigned by presentation groups 	<ul style="list-style-type: none"> • No quiz • <i>Presentations</i> • AOTA Exploration • SOAP Notes Due

#1 5	Dec 2	<ul style="list-style-type: none"> • Overview of models of practice • Review for the Final 	<ul style="list-style-type: none"> • H, K, & R: Chpts: 10, 14 	<ul style="list-style-type: none"> • No quiz • Reflection on “My view of OT” due • Reading Summaries: H, K, & R: Chpts: 10, 14
#1 6	Comprehensive Final- in Assessment Center (Date TBD)			

- Reading summaries must be done prior to class