



**Course Syllabus
SEMESTER
School of Nursing and Health Professions**

<i>Course Name:</i>	OTA Professional Foundations
<i>Course & Section Number:</i>	OTA 111-XXX; OTA 111-BXX
<i>Meeting Day(s) & Time(s):</i>	
<i>Credits:</i>	3
<i>Contact Hours:</i>	2 hours lecture: 3 hours lab
<i>Instructors Names:*</i>	
<i>Office Hours & Location:</i>	
<i>Phone:</i>	
<i>OCC Email:**</i>	

*Please call me (name) it is my preferred name. If you have a preferred name, please let me know so I can use it. I use she/her pronouns.

**Please use only Owens email for course communications.

<i>Office Hours & Location:</i>	<i>AM Lab: (name) by appointment</i>
<i>Phone:</i>	
<i>OCC Email:**</i>	

Catalog description:

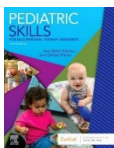
This course will explain the uniqueness of the therapeutic relationship and describe how the use of self is used as one of the tools of therapy. Class activities will enable the student to develop self-awareness and gain skills for effective therapeutic relationships and growth in professional behaviors, professional development, and advocacy. Students will demonstrate that essential to the domain of OT practice is advocacy utilizing the AOTA Code of Ethics, and Core Values and Attitudes of Occupational Therapy. Students will gain foundational skills in documentation, health literacy, evidence-based practice, promoting interprofessional relationships, and mentoring. This course offers students the opportunity to discuss the relationship among typical development, areas of performance, and contexts.

Prerequisite/Corequisites:

Co-requisite: OTA 110

Pre-requisite: NONE

Course Materials:



Solomon, J. W. & O'Brien, J. C. (2021). *Pediatric skills for occupational therapy assistants*. (5th Edition). St. Louis: Elsevier, Inc., ISBN13: 9780323597135



AOTA Membership: paid via course fees

American Occupational Therapy Association. (2020). Occupational therapy practice framework: Domain and process (4th ed.). *American Journal of Occupational Therapy*, 74(Suppl. 2), 7412410010. <https://doi.org/10.5014/ajot.2020.74S2001>

What You Will Learn in the Course

Course Objectives:

1. Provide the student with the ability to identify personal strengths and growth areas as related to professional behavior and therapeutic communication.
2. Explain the responsibilities of the occupational therapist and occupational therapy assistant in service delivery as described in the Standards of Practice, OT Code of Ethics, and HIPAA.
3. Provide the student the opportunity to participate in a mentoring relationship.

Student Learning Outcomes:

SLO	2023 ACOTE Standard	Outcome	Where Assessed
1	B.1.1	Demonstrate knowledge of: • The structure and function of the human body that must include the biological and physical sciences, neurosciences, kinesiology, and biomechanics. • Human development throughout the lifespan (infants, children, adolescents, adults, and older adults). Course content must include, but is not limited to, developmental psychology. • Concepts of human behavior that must include the behavioral sciences, social sciences, and science of occupation.	Typical Development: My Love Discussion Board Typical Development: Babies Discussion Board
2	B.1.2	Apply and analyze the role of sociocultural, socioeconomic, and diversity, equity, and inclusion factors, as well as lifestyles in contemporary society to meet the needs of persons, groups, and populations. Course content must	Big Read Midterm Discussion Board Big Read Final Discussion Board

SLO	2023 ACOTE Standard	Outcome	Where Assessed
		include, but is not limited to, introductory psychology, abnormal psychology, and introductory sociology or introductory anthropology.	
3	B.1.3	Demonstrate knowledge of the social determinants of health for persons, groups, and populations with or at risk for disabilities and chronic health conditions and distinguishes the epidemiological factors that impact the public health and welfare of populations.	Typical Development: My Love Discussion Board Typical Development: Babies Discussion Board
4	B.2.2	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	Professional Organizations Discussion Board
5	B.2.3	Demonstrate knowledge of and apply the interaction of occupation and activity, including areas of occupation , performance skills, performance patterns, context and client factors.	Introduction Discussion board
6	B.2.4	Explain to the community of interest (e.g., consumers, potential employers, colleagues, third-party payers, regulatory boards, policymakers, and the public) the distinct nature of occupation and the evidence that occupation supports performance, participation, health, wellness, and well-being.	Backpack Awareness Event and 2 minutes speeches Discussion Board
7	B.2.5	Apply and analyze scientific evidence to explain the importance of: • Balancing areas of occupation. • The role of occupation in the promotion of health and wellness. • The prevention of disease, illness, and dysfunction for persons, groups, and populations.	Smart Start for OTA Students Discussion Board Executive Function Parts 1-3 Discussion Board Areas of Occupation Tracker Discussion Board
8	B.2.8	Demonstrate sound judgment regarding safety of self and others and adhere to safety regulations throughout the occupational therapy process as appropriate to the setting and scope of practice. This must include the ability to assess and monitor vital signs (e.g., blood pressure, heart rate, respiratory status, and temperature) to ensure that the client is stable for intervention.	Vital signs and bloodborne pathogens Quiz
9	B.2.9	Create and implement a plan to address individualized personal and professional responsibilities that are consistent with current accepted standards and long-term professional goals. The plan must address the following: • Personal well-being. • Alignment with current accepted norms in occupational therapy practice. • Advocacy related to clients, occupational therapy, or the role of the occupational therapist or occupational therapy assistant. • Long-term career objectives. • A strategy to evaluate, refine, and update the plan over time.	S/OTA Information Gathering Form
10	B.2.10	Demonstrate knowledge of the current published 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.	Ethics in my Own words Discussion Board Standards of Practice using VARK Discussion Board HIPAA Certificate
11	B.3.1	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.	Therapeutic Use of Self Discussion Board
12	B.3.3	Contribute to the evaluation process of client(s) occupational performance by completing an occupational profile and administering standardized and non standardized screenings and assessment tools as delegated by the occupational therapist. Explain the importance of using psychometrically sound assessment tools when considering client needs, and cultural and contextual factors.	AOTA Occupational Profile on S/OTA Discussion Board AOTA Occupational Profile on person with a disability
13	B.3.17	Identify and communicate to the occupational therapist the need to refer to specialists both internal and external to the profession, including community agencies.	Interprofessional Education Discussion Board
14	B.4.2	Explain the role and responsibility of the practitioner to advocate for occupational therapy including changes in service delivery policies,	Value of OTA Discussion Board

SLO	2023 ACOTE Standard	Outcome	Where Assessed
		effecting changes in the system, recognizing opportunities in emerging practice areas, and advocating for opportunities to expand the occupational therapy assistant's role. Articulate the distinct knowledge and skills of occupational therapy practitioners to the community of interest.	
15	B.5.1	Explain how scholarly activities and literature contribute to the development of the profession. Locate and demonstrate understanding of professional literature, including the quality of the source of information, to make evidence-based practice decisions in collaboration with the occupational therapist.	EBP information gathering and Importance of EBP Discussion Board Feedback on EBP videos
16	B.5.3	Understand how quantitative and qualitative research studies inform occupational therapy practice.	Evidence Based Practice Assignments 1-3

Institutional General Education Competencies

Competency	Where Assessed
Communicate effectively.	DB 1-20,
Act with professional responsibility.	DB 12-17
Demonstrate sensitivity to others' beliefs and values.	DB 11, 17-20
Think analytically, critically, and creatively.	Evidence based practice assignments 1-3

Interprofessional (IPE) Learning Outcomes

Competency	Where Assessed
Interpret the knowledge, skills, abilities, and experiences of other professions – appropriate to the specific care situation- to inform care decisions that provide care that is ethical, safe, timely, efficient, and equitable.	DB 16
Differentiate the unique cultures, values, roles/responsibilities, and expertise of one's own and other health professions.	DB 14, 15, 17
Demonstrate effective communication techniques in facilitating discussions and interactions that enhance team function and quality care.	DB 7, 15

Technology, Lab, and File Requirements:

Reliable Internet Connection

Academic Support

Disability Services Resource Center: If you have a disability or acquire one, you may be entitled to receive reasonable accommodations intended to assure you an equal opportunity to participate in and benefit from the program. To receive more information or to register for accommodations, please contact the Disability Resource Center at 567-661-7007, email disability@owens.edu, visit <https://www.owens.edu/disability/>, or stop by College Hall 124.

Tutoring Services: Owens Community College offers academic tutoring and assistance in a variety of subjects including: accounting, computing, economics, mathematics, science, and writing. For more information go to: <https://www.owens.edu/successcenters/>.

Counseling Services: Counseling Services provides assistance to students experiencing personal, educational, interpersonal/relationship, family, social, or psychological difficulties. If you feel you may benefit from this service, please contact them at counselingservices@owens.edu. More information is at <https://www.owens.edu/counseling/>.

Campus and Community Connections: The Center for Campus and Community Connections (College Hall 123) is a walk-in office created to provide retention support through resource stability initiatives and community connections. Go here for more information: <https://www.owens.edu/connection/> or contact connections@owens.edu

Owens Library: The Owens Library offers two locations (Toledo and Findlay) as well as online resources. For more information visit <https://www.owens.edu/library/>.

Students can find more information on campus resources, student support, student life, and security at this [link](#).

General Information

Student Code of Conduct: All students are expected to follow Owens Community College's Student Code of Conduct, which includes academic honesty, encompassing plagiarism. See the Board Policy for more information.

Anti-Discrimination and Harassment & Title IX/Sexual Misconduct: All students, faculty, and staff are expected to follow Owens Community College's Anti-Discrimination and Harassment Policy and the College's Title IX Policy/Sexual Misconduct Procedures and Guidelines. The College strictly prohibits and will not tolerate harassment, discrimination, intimidation, or hostile/offensive working or learning environments.

Religious Accommodations: A student seeking an accommodation for an absence permitted under Ohio's Testing Your Faith Act must provide the instructor with a written email notice with the specific dates for an absence, and must do so not later than fourteen (14) days after the first day of instruction. Alternative accommodations are not retroactive, and no academic penalty will be imposed for an absence under the policy*. The request for an alternative accommodation will be kept confidential. Students with questions about a religious accommodation under Ohio's Testing your Faith Act may contact the College's Office of Academic Affairs: provost@owens.edu The policy may be found on the Owens website: [3358:11-2-63 Accommodation](#) for a Student Absence for the Observance of Religious Beliefs and Practices Policy

Document Collection: Throughout the semester, your instructors may ask for a variety of assignments including tests and/or quizzes for student learning of institutional general education competencies or program assessment. Please save all your class materials until the end of the semester.

Classroom Admittance: OCC classes shall only be attended by the officially registered OCC students or perspective students, instructor of record, guest lecturer, or substitute. Visitors are not permitted to be in the classroom and should not be invited to attend or participate in the class. See [FERPA](#) regulations for more information.

Use of AI Tools: This course permits you to use artificial intelligence (AI) tools, such as chatbots, text generators, paraphrasers, summarizers, or solvers, to get guidance on assignments,

as long as you do so in an ethical and responsible manner. Essentially, you can think of these tools as ways to help you learn but not to entirely create work for assignments like discussion board posts, essays, presentation slides, and so on. AI is more like your tutor or TA, not a replacement for your independent thinking.

This means that you must:

- Not use AI tools to replace your own thinking or analysis or to avoid engaging with the course content.
- Cite or explain any AI tools you use. Provide the name of the AI tool, the date of access, the URL of the interface, and the specific prompt or query you used to generate the output.
- Be transparent and honest about how you used the AI tool and how it contributed to your assignment. Explain what you learned from the AI tool, how you verified its accuracy and reliability, how you integrated its output with your own work, and how you acknowledged its limitations and biases.

You are accountable for any mistakes or errors made by the AI tool. Always check and edit the output before submitting your work. If you discover any inaccuracies or inconsistencies in the output after submission, notify the instructor immediately and correct them as soon as possible. Using AI tools in an unethical or irresponsible manner, such as copying or paraphrasing the output without citation or transparency, using the output as your own work without verification or integration, or using the output to misrepresent your knowledge or skills, is considered a form of academic dishonesty and will result in a zero grade for the assignment and possible disciplinary action. If you have any questions about what constitutes ethical and responsible use of AI tools, please consult with the instructor **before** submitting your work.

NOTE: Some instructors will also list specific acceptable and unacceptable uses or include a statement like “All written assignments, projects, and exams must be completed independently.”

If you have any questions about what constitutes ethical and responsible use of AI tools, please consult with the instructor before submitting your work.

Student Responsibilities & Instructor Expectations

Instructor Expectations:

Please refer to the OTA Procedures Manual for specifics. This is in your Class of 2027 Blackboard shell.

Classroom Environment:

We support an inclusive learning environment where diversity and individual differences are understood, respected, appreciated, and recognized as a source of strength. Students in this class are encouraged to speak up and participate during class meetings. Because the class will represent a diversity of individual beliefs, backgrounds and experiences, every member of this class will show respect for every other member of this class while we demonstrate diligence in understanding how other peoples’ perspectives, behaviors and worldviews may be different from their own.

Lecture is asynchronous. Lecture materials should be completed on your own time **BEFORE LAB** and are on average 2 hours of work in addition to reading.

Lab is synchronous. Lab topics/tasks will be completed in a synchronous lab. Students are expected to complete assigned readings and lecture materials prior to lab. Students who have not done so will find it difficult to participate appropriately in lab activities. Students will attend their scheduled lab time on campus or designated meeting place.

How Grades and Determined and Major Assignments

Student course grades can be viewed in Blackboard. Students with a grade average of 76% or less will be counseled by the appropriate faculty member by the 4th week of the semester.

Submission links can be found on Black Board for the following:

Evaluation Measure <i>The grade points for the areas of work are as follows.</i>	Student Learning Outcome/ACOTE standard	Points/Percentage
DB PROMPTS		TOTAL: 40
1. Introductions	5 B.2.3	2
2. Smart Start for OTA students: Campus Resources Rubric	7 B.2.5	2
3. Executive Function Skills Part 1: Planning, Time Management, Task Initiation and Organization	7 B.2.5	2
4. Areas of Occupation Tracker	7 B.2.5	2
5. Executive Function Skills Part 2: Problem-Solving, Flexibility, Working Memory	12 B.3.3	2
6. Executive Function Skills Part 3: Emotional Control, Impulse Control, Attentional Control, and Self-Monitoring	7 B.2.5	2
7. 2 Minute Speech Video and Backpack awareness event	6 B.2.4	2
8. AOTA Occupational Profile on a Peer Assigned Peer	12 B.3.3	2
9. Importance of EBP and Article Sharing	15 B.5.1	2

10. AOTA Occupational Profile on Person With Disability <u>Assigned person</u>	12 B.3.3	2
11. Midterm: Big Read	2 B.1.2	2
12. Ethics in my Own Words	10 B.2.10	2
13. Standards of Practice Using VARK	10 B.2.10	2
14. Professional Organizations	4 B.2.2	2
15. Value of OTA	14 B.4.2	2
16. Interprofessional Education	13 B.3.17	2
17. Therapeutic Use of Self	11 B.3.1	2
18. Typical Development: My Love	1, 3 B.1.1, B.1.3	2
19. Typical Development: Babies	1,3 B.1.1, B.1.3	2
20. Final: Big Read	2 B.1.2	2
Quizzes/Tests (Cumulative)		TOTAL: 37
Syllabus/Course Intro Quiz		2
Quiz 1	5, 6, 7, 9 B.2.3, B.2.4, B.2.5, B.2.9	5
Quiz 2 Midterm SLO 2, 8, 12, 13 B.1.2, B.2.8, B.3.3, B.3.17	2, 5, 6, 7, 8, 9, 11, 12, 13, 15, 16 B.1.2, B.2.3, B.2.4, B.2.5, B.2.8, B.2.9, B.3.1, B.3.3, B.3.17, B.5.1, B.5.3	10
Vital and Bloodborne Pathogen Quiz	8 B.2.8	5

Quiz 3	1-16 B.1.1, B.1.2, B.1.3, B.2.3, B.2.4, B.2.5, B.2.8, B.2.9, B.2.10, B.3.1, B.3.3, B.3.17, B.4.2, B.5.1, B.5.3	5
Quiz 4 Final	1-16 B.1.1, B.1.2, B.1.3, B.2.3, B.2.4, B.2.5, B.2.8, B.2.9, B.2.10, B.3.1, B.3.3, B.3.17, B.4.2, B.5.1, B.5.3	10
Assignments		TOTAL: 19
S/OTA Information Gathering Form	9 B.2.9	2
Evidence Based Practice Assignment 1 (Theme: Practice)	16 B.5.3	5
Evidence Based Practice Assignment 2 (Theme: Advocacy)	16 B.5.3	5
Evidence Based Practice Assignment 3 (Theme: Lifelong Learning/Service)	16 B.5.3	5
Provide feedback on 2nd year EBP videos	16 B.5.3	1
Upload HIPAA certificate to BB - program requirement	10 B.2.10	1
Performance Evaluation		TOTAL: 4
Mid Term Performance Evaluation - Faculty	9 B.2.9	1
Mid Term Performance Evaluation - Self	9 B.2.9	1
Final Performance Evaluation – Faculty	9 B.2.9	1
Final Performance Evaluation – Self	9 B.2.9	1
		GRAND TOTAL: 100

The final course grade is to be computed using the following weights.

Evaluation Measure	Value	Student Learning Outcome Assessed
Discussion Boards (20 DBs)	40%	1-16
Quizzes/Tests	37%	1-16
Assignments	19%	1-16
Performance Evaluation	4%	9

Grading Scale

Grade	Points
A	93-100
B	83-92
C	76-82
D	60-75
F	0-59

Grading Procedure:

The final grade for the course will be the letter grade achieved in class, provided the clinical lab evaluation and the lab skills checkoff grades are satisfactory, **and a score of 76% or higher in test mastery has been achieved.** Students must earn a passing grade of 76% or higher in both the lecture and laboratory components of each course. There will be no rounding of grades. Each exam and quiz may only be taken once. Grades will be posted on the course Blackboard shell and will be considered final 5 days after posting.

Refer to OTA Student Procedures Manual for more specifics.

Grades will be calculated on the following scale.

93% and Above	A
83% to Less than 92%	B
76% to Less than 82%	C
60% to Less than 75%	D
Less Than 60%	F

Course Calendar:

Student Learning Objective/ ACOTE Standard	TYPE OF MEETING/ DATE	TOPIC(S) and TO DO
		Expectation. Students are expected to complete course readings to foster understanding of topics. Course readings are used as a foundation and are then expanded upon in lecture and lab. Students not completing course readings will find lecture and lab activities difficult. Lecture is asynchronous. Lecture materials should be completed on your own time BEFORE LAB and are on average 2 hours worth of work in addition to reading.

		Lab is synchronous. Lab topics/tasks will be completed in a synchronous lab. Students are expected to complete assigned readings and lecture materials prior to lab. Students who have not done so will find it difficult to participate appropriately in lab activities. Students will attend their scheduled lab time on campus or designated meeting place. Lab meets in HEC 176 unless otherwise noted. Yellow highlight indicates content to be added.
SLO 5, 7 B.2.3, B.2.5	Readings and Lecture Week 1	Complete Online Course Requirements • Technical Requirements for e-learning ○ This is needed for Smart Start for OTA students: Campus Resources • Change Blackboard Avatar to a photo of yourself ○ This is needed for Smart Start for OTA students: Campus Resources Course Introductions (click on this link to review slide show and videos) Read your syllabus found on blackboard Read rubric for discussion board 1 Introductions OTA Student Handbook • Read OTA student handbook What is executive functioning? • Introduction of Executive Functioning (3:56) • Read pages 1-6 of Executive Functioning Workbook • Watch “Can Strengthening Executive Functioning Help Us Be Our Best Self?” (10:16)
	Assignments due DATE at TIME • Discussion Board (DB) Introductions: initial post (ensure you have read the rubric before submitting initial post)	
	DATE: Lab	Review, Discuss, Apply: • Introductions/Icebreaker • Review of OTA Student Orientation and Student Handbook • Performance Evaluation Form • AOTA membership application: Complete this form ○ If you do not have a professional personal email, please create one. (YourName@Gmail.com is suggested) • Watch: Learning Brain versus Survival Brain (4:57) ○ Discuss what you want the classroom environment to be like to engage your learning brain. ○ First several weeks of the course will be spent learning how to engage your learning brain. Begin

		• Smart Start for OTA students: Campus Resources Open Lab (time permitting): You are encouraged to use this time to practice skills and work on assignments related to OTA 111
		Assignments Due DATE at TIME • Discussion Board (DB) Introductions: responses to peers • Syllabus and Course Intro Quiz opens DATE at TIME am and closes DATE at TIME.
SLO 7 B.2.5	Readings and Lecture Week 2	Executive Function Skills Part 1: Planning, Time Management, Task Initiation and Organization • Planning: Read pages 8-11 and complete assessment on page 12 of Executive Functioning Workbook; note results of your assessment; complete exercise 1 (p. 13) for your DB post. • Time Management: Read pages 39-42 and complete assessment on p. 43 of Executive Functioning Workbook; note results of your assessment; complete exercise 13 (p.44) for your DB post. • Task Initiation: Read pages 61-66 and complete assessment on page 67 of Executive Functioning Workbook; note results of your assessment; complete exercise 24 (p. 78) for your DB post. • Organization: Read pages 86-89 and complete assessment on page 90 of Executive Functioning Workbook; note results of your assessment; choose an exercise in the organization section that best suits you to complete for your DB post. • Watch Time and Stress Management lecture (20:22) ○ Optional: read Moody Chapter 6 ○ Around 12:30 it is mentioned that your text is orange; it is mostly blue now! • Read AOTA: Addressing Acute Stress and Anxiety (13 pages with lots of graphics) • Read Be Your Own OT (2.25 pages) • From Stress to Resilience (12:54) Assignment Review: Occupational Balance • Occupation Tracker (Download tracker. Track one weekday and one weekend day. Calculate percentage of day spent on each area of occupation.)

		- Find an academic journal article (use CINAHL database) related to occupational balance. Prepare to share in the lab. - Examples of occupational balance article findings: How to Take Control of Stress Calendar Time Management Stress Management for OTP Cultivating Mindfulness
		Assignments due DATE at TIME: - DB Executive Function Skills Part 1 initial post (Also attach pdf version of your occupational balance article to your DB) - Begin areas of Occupation Tracker DB - Print pages 27 and 29 of Executive Functioning Workbook to bring to lab or, recreate them on a piece of paper prior to lab.
	Lab week 2:	Housekeeping: - Review how to see feedback on graded assignments Executive Function Skills Part 1: Planning, Time Management, Task Initiation and Organization - Practice Planning, Time Management, Task Initiation and Organization - Share ideas as a class - Complete Exercise 8 and 9 (pages 26-29) of Executive Functioning Workbook; - Practice sharing information - Share occupational balance articles with peers (instructions found in lecture materials) - Practice Stress management techniques Meditation (5:00); Laughing (1:23); Doodles (2:00) - Share your own ideas for stress management

		○ Discuss: Why does this matter as a practitioner? For clients? How does stress management change based upon client factors (e.g. age, sex, location, socioeconomic status, etc.) Big Read: A Little Less Broken by Marian Schembari • Watch video from Sarah (3:08)) • Review website Campus Big Read Introduction • Review Big Read events and plan to attend as you're able • Mark your calendar for DATE at TIME! Open Lab (time permitting): You are encouraged to use this time to practice skills and work on assignments related to OTA 111. Continue Smart Start for OTA students: Campus Resources
		Assignments Due DATE at TIME • DB Executive Function Skills Part 1 responses to peers • Start reading Big Read: A Little Less Broken by Marian Schembari
SLO 7, 9 B.2.5, B.2.9	Readings and Lecture Week 3	Executive Function Skills Part 2: Problem-Solving, Flexibility, Working Memory • Problem-Solving: Read pages 103-108 and complete assessment on page 109 of Executive Functioning Workbook; note results of your assessment; prepare to complete exercise 35 (p. 110) in lab. • Flexibility: Read pages 125-128 and complete assessment on page 129 of Executive Functioning Workbook; note results of your assessment; prepare to complete exercise 43 (p. 139) in lab. • Working Memory: Read pages 150-153 and complete assessment on page 154 of Executive Functioning Workbook; note results of your assessment; complete exercise 48 (p. 155) for DB. Working Memory Expanded: Learning Styles, Dominant Intelligence and Personality Type • Read "Discovering Your Learning Style, Dominant Intelligence, and Personality Type" Moody (25 pages) ○ Complete interactive activities and review questions at the end of chapter. These activity results will be captured on the S/OTA Information Gathering Form ○ Begin completing S/OTA information gathering form (do not turn in until after lab) • Watch Intelligence and Learning Styles (17:34) • Watch Gardner's Intelligence Types (4:16) • Learning Styles ○ Watch What is VARK? (6:33) ○ Complete VARK learning style assessment

		• Personality Types (11:40) <i>The slides do not progress on the video for some reason; review the slides below. (Also your lab for 111 is Tuesday not Thursday)</i> ○ Review Personality Types Slides ○ Complete personality type assessment
	Assignments due DATE at TIME: • DB Smart Start for OTA students: Campus Resources initial post • DB areas of Occupation Tracker initial post • Complete S/OTA Information Gathering form except for goal writing. You will do goal writing in the lab. Assignment is due Friday. • Prepare to share your meme/cartoon with your classmates as in informal/no point presentation in front of the class (explanation in personality type lecture video). • Prepare for lab activities (see lecture for directions)	
Week 3 lab	Executive Function Skills Part 2: Problem-Solving, Flexibility, Working Memory • Problem-Solving: complete exercise 35 (p. 110) of Executive Functioning Workbook; Record results for DB. • Flexibility: complete exercise 43 (p. 139) of Executive Functioning Workbook; • Practice sharing information: ○ What impact does learning style have on you as a S/OTA? On interactions with clients? ○ What impact does personality type have on your role as S/OTA? On interactions with clients? ○ Share your meme/cartoon with your classmates as in informal/no point presentation in front of the class (explanation in personality type lecture video). Encourage you to stand in front of the class to practice presenting. S/OTA Information Gathering Form - COAST GOALS • Setting Personal Goals using COAST format • Video Overview (15:43) Open Lab (time permitting): You are encouraged to use this time to practice skills and work on assignments related to OTA 111	
	Assignments Due DATE at TIME • DB Smart Start for OTA students: Campus Resources responses to peers • DB areas of Occupation Tracker responses to peers • DB Executive Function Skills Part 2: Problem-Solving, Flexibility, Working Memory: initial post <u>AND</u> responses to peers • S/OTA Information Gathering form (This is not a DB. Submit under the “assignment submissions” folder on blackboard.)	

	Continue reading Big Read: A Little Less Broken by Marian Schembari	
SLO 6, 7 B.2.5, B.2.4	Readings and Lecture Week 4	Interview and Observation Skills - Watch Observation Skills (2:41) - Watch The Art of Asking Questions (17:17) - Watch Active Listening Skills (2:39) Communication About OT - Read Improv(e) Your OT Communication Skills with These Simple Tricks (~2 pages) - Read Networking 101 (1 page) - Read A Students Guide to Dispelling Common Misconceptions About OT (~2 pages) - Watch Elevator Speeches (6:10) Executive Function Skills Part 3: Emotional Control, Impulse Control, Attentional Control, and Self-Monitoring - Emotional Control: Read pages 161-165 and complete assessment on page 166 of Executive Functioning Workbook; note results of your assessment; complete exercise 53 (p. 170) for DB - Impulse Control: Read pages 188-191 and complete assessment on page 192 of Executive Functioning Workbook; note results of your assessment; complete exercise 62 (p.198) for DB - Attentional Control: Read pages 205-209 and complete assessment on page 210 of Executive Functioning Workbook; note results of your assessment; complete exercise that best suits you for DB - Self-Monitoring: Read pages 226-230 and complete assessment on page 231 of Executive Functioning Workbook; note results of your assessment; complete exercise 81 (p. 250) for DB Assignment Review 2 minute speech Overview (2:59) - Backpack Awareness Day Overview (4:19) Resources 1, Resources 2, and Video
	Assignments due DATE at TIME - DB Executive Function Skills Part 3: Emotional Control, Impulse Control, Attentional Control, and Self-Monitoring initial post - Bring any supplies to the lab that your group would like to utilize for Backpack Awareness Day posters (e.g. print outs, etc.). Each group will be provided a tri-fold board.	

	Week 4 lab	• Improv Guests • Group Work: Backpack awareness prep utilizing task initiation and organization strategies ◦ Backpack Awareness Day ▪ Resources1, Resources 2, and Video ▪ Link to AOTA Resources (Google Drive Folder) ▪ Practice using a luggage scale ▪ Lab Instructor will assign groups and location for next week ▪ AM LAB Group 1: SNHP Entryway (10-11:30 AM) ▪ AM LAB Group 2: outside of SHAC (10-11:30 AM) ▪ PM Lab Group 1: Outside library (1 - 2:30 PM) ▪ PM Lab Group 2: outside Fireside grill (1 - 2:30 PM) Link to groups Open Lab (time permitting): You are encouraged to use this time to practice skills and work on assignments related to OTA 111
	Assignments Due DATE at TIME	• Quiz 1 opens Friday at 8:00 am and closes Sunday at 11:59 pm ◦ 25 multiple choice questions over weeks 1-4. Use the course calendar as a study guide for potential topics on quiz. • DB Executive Function Skills Part 3: Emotional Control, Impulse Control, Attentional Control, and Self-Monitoring responses to peers • Continue reading Big Read: A Little Less Broken by Marian Schembari
SLO 6, 12 B.2.4, B.3.3	Readings and Lecture week 5	Week 5 Overview (4:15) Communicating with Persons With Disabilities (PWD) • Read Communicating with Persons with Disabilities (PWD) (1 page) • Read Person First versus Identify First Language (1 page) • Read Writing about PWD (24 pages - brochure) • Watch Etiquette Video and Tips (3:40) Occupational profile on person with a disability • Assigned person • AOTA Occupational Profile (Familiarize yourself with this document prior to lab) • Read Occupational Profile Tips, Tricks and Examples • Review this web page and 4 occupational profile examples from AOTA ◦ Occupational Profile School-Based Pediatric Example

		○ Occupational Profile Outpatient Pediatric Example ○ Occupational Profile Outpatient Adult Example ○ Occupational Profile Community Mental Health-Homelessness Example
	Assignments due DATE at TIME: • Start setting up an interview with assigned PWD (due week 8) by sending them a professional email now! CC Sarah on this email.	
	Week 5 Lab 9/25	Morning Lab: Report to lab to review occupational profile then, backpack awareness event Afternoon Lab: Meet outside fireside grill for backpack awareness then, back to lab to review occupational profile Occupational Profile: • Review AOTA occupational profile. And DB 10 prompts ○ What types of guiding questions would you ask to complete the profile? ○ How (if at all) would the approach change when speaking to/completing an occupational profile on a person with a disability? A child? Someone with a culture different from your own? • Assigned Peer from your lab section to complete occupational profile on. You will be allotted lab time week 6 to work on this but may consider beginning sooner. You are being referred for OT services for improving executive functioning skills Backpack Awareness Event (DATE at TIME) Open Lab (time permitting): You are encouraged to use this time to practice skills and work on assignments related to OTA 111
	Assignments Due DATE at TIME • DB 2 Min speech video and Backpack Awareness Event ○ Also Share 2 minute speech to this document (This will allow 2nd year OTA students to provide you feedback which will be sent to you at a later date via email from Sarah). ○ DB initial post AND responses to peers • Continue reading Big Read: A Little Less Broken by Marian Schembari	

SLO 12, 15, 16 B.3.3, B. 5.1, B.5.3	Readings and Lecture week 6	Evidence Based Practice • Watch What is EBP? (3:17) • Read Understanding the Systemic Review Process (2 pages) • Read Research Study Designs (1 page) • Watch Basic Search Techniques (11:19) • Gain Understanding of the PICO method (website) • Watch Owens library CINAHL search (4:15) • Watch Finding EBP via AOTA (9:32) • Review Finding EBP via Owens library • Browse Evidence-Based Practice Tools and Resources (website - resources available as an AOTA member) APA Writing Style • Complete APA learning module • Additional APA Resources - o Purdue Owl Website - o Purdue Owl Sample paper Review Evidence Based Practice rubric and begin assignment 1
	Assignments Due DATE at TIME • None. Begin working on Evidence Based Practice Assignment 1 • Assignments due Friday this week - you are encouraged to use executive functioning strategies and start now! • Have you heard from your PWD? If not, reply to the original email you sent them last week and include Sarah.	
	Lab week 6 10/2	Performance Evaluation • Review Performance Evaluation form (available in orientation BB shell) • Importance of Giving and Receiving Feedback; “Why PBE?” Collaborate: • Complete AOTA occupational profile on Assigned Peer. You are being referred for OT services improving executive functioning skills - o Practice effective interview/observation skills. - o Write a COAST goal for your peer based on the profile. - o Brainstorm occupation based treatments you would use to address this goal. Open Lab (time permitting): You are encouraged to use this time to practice skills and work on assignments related to OTA 111
	Assignments Due Friday at 11:59pm • DB Occupational profile on peer initial post <u>and</u> responses to peers • DB Importance of EBP, article sharing • Continue reading Big Read: A Little Less Broken by Marian Schembari	

SLO 11, 15, 16 B.3.1, B.5.1, B.5.3	Readings and Lecture Week 7	Continue utilizing materials from week 6 to complete Evidence Based Practice Assignment 1 Therapeutic Use of Self - Listen Seniors Flourish Podcast: Therapeutic Use of Self (You can start at minute 8 of the episode; end at 46 minutes) (38 minutes); also review content of this webpage - Read AOTA Case Study: Andrey's story - Read Therapeutic Communication and Therapeutic Use of Self Case Study - Read Therapeutic Use of Self Blog
		Assignments due DATE at TIME DB Therapeutic Use of Self initial post
	Lab Week 7 10/9	Therapeutic Use of Self Therapeutic Use of Self discussion/reflection on case studies
		Assignments Due DATE at TIME - Evidence Based Practice Assignment 1 - DB Therapeutic Use of Self responses to peers - Continue reading Big Read: A Little Less Broken by Marian Schembari
SLO 2, 8, 12, 13 B.1.2, B.2.8, B.3.3, B.3.17	Readings and Lecture week 8	Interprofessional Teams and Medical Settings - Read Solomon Ch 3: Medical Settings - Healthcare Teams video (4:34) Healthcare Teams (7 pages)
		DATE at TIME Midterm PE meetings in person at scheduled time
		Assignments due Wednesday at 11:59pm: - DB Occupational profile PWD initial post - DB Big Read initial post - DB Interprofessional education initial post - Midterm self PE
	Lab week 8	Medical Settings - Solomon Ch 3 review questions - Taking vitals GUEST TBD - As a class, Complete Bloodborne Pathogens Training - Individually, take quiz on blackboard.

		Midterm BB check Review gradebook and email instructor (Sarah) with any concerns Open Lab: You are encouraged to use this time to practice skills and work on assignments related to OTA 111
	Assignments Due DATE at TIME Quiz 2 opens Friday at 8:00 am and closes Sunday at 11:59pm - DB Occupational profile PWD responses to peers - DB Interprofessional education responses to peers - DB Big Read responses to peers	
SLO 10 B.2.10	Readings and Lecture Week 9	Code of Ethics - Read Occupational Therapy Code of Ethics; PDF version (13 pages) - Read and complete activities AOTA Core Values, Code of Ethics and Ethical Decision making (This is an interactive lecture.) - Read Navigating Ethical Challenges Case studies p.8-21 - Complete HIPAA module
	Assignments due DATE at TIME: DB Ethics initial post	
	Lab Week 9 10/23	Code of Ethics - Share Ethics in My Own Words Posters in Class (informal presentation) - Discuss Navigating Ethical Challenges Case studies p.8-21 Open Lab (time permitting): You are encouraged to use this time to practice skills and work on assignments related to OTA 111
	Assignments Due DATE at TIME - DB Ethics Responses to peers - HIPAA module certificate to OTA orientation BB shell - Continue reading Big Read: A Little Less Broken by Marian Schembari	
SLO 15 B.5.1	Readings and Lecture Week 10	Mentoring - Read Peer Mentorship For Successful Transitions (2 pages) - Review Mentoring Relationships Slides - Create a “Mentor Wanted” poster to share in lab. (This is like a help wanted ad - be creative! It is to foster lab discussion; not graded.) EBP - Watch all 2nd year videos and individually, provide feedback on this form utilizing this rubric.

	Assignments due DATE at TIME: Prepare mentor wanted posted to share in lab	
	Lab Week 10	Mentoring - Share Mentor Wanted posters as informal presentations and mentorship discussion - As a class, review these two articles and use this tool to gather information from the articles for practice. Gallagher, R., Hamed, R. Peer-Mentorship.pdf Schoen, S., Gee, B., Ochsenbein, M. Mentorship.pdf Open Lab (time permitting): You are encouraged to use this time to practice skills and work on assignments related to OTA 111
	Assignments Due DATE at TIME - Continue reading Big Read: A Little Less Broken by Marian Schembari - Submit feedback on EBP videos	
SLO 4, 10, 14 B.2.2, B.2.10, B.4.2	Readings and Lecture Week 11	Standards of Practice, OT/OTA Relationships, Professional Organizations - Read AOTA Standards of Practice (7 pages) - Read OTA-Supervision Requirements - review OH, MI, IN and any other state you are interested in practicing in - Read Guidelines for supervision (6 pages) - Read Solomon Ch. 1 - Read Strong OT/OTA Relationship (2 pages) Assigned Professional Organizations (DB) - Review DB content from peers - Your instructor, Sarah, has provided an example on the DB
	Assignments due DATE at TIME: - DB Standards of Practice using VARK initial post - DB Professional Organizations initial post - Begin Evidence Based Practice Assignment 2 - Advocacy	
	Week 11 Lab	Standards of Practice, OT/OTA Relationships, Professional Organizations - Share professional organizations infographics - Listen OT & OTA Collaboration (55:53 podcast; start at 1:15) - Discuss the difference between OT and OTA - Discuss The value of OTA practitioners - Discuss the importance of inclusive language in occupational therapy - Discuss the value of knowing and advocating for yourself - Share VARK strategies for remembering Standards of Practice Lab activities:

		5 minute micro lecture 7 pages to read on OTA Open Lab (time permitting): You are encouraged to use this time to practice skills and work on assignments related to OTA 111
		Assignments Due DATE at TIME - DB Value of OTA Practitioners: initial post and responses - DB Standards of Practice using VARK responses to peers - DB Professional Organizations responses to peers - Continue reading Big Read: A Little Less Broken by Marian Schembari
SLO 1, 3 B.1.1, B.1.3	Readings and Lecture Week 12	Areas of Practice - Read Solomon Ch 4: Educational Systems - Read Solomon Ch 5: Community Systems Community Based Practice (14:51 however, you may end at 11:59) - Extra Supports: Greater Toledo Resource Guide 2-11
		Assignments due DATE at TIME: None, consider beginning Evidence Based Practice Assignment 2
	Week 12 Lab	Introduction to Fieldwork: Guest, Maria Reinbolt Open Lab (time permitting): You are encouraged to use this time to practice skills and work on assignments related to OTA 111
		Assignments Due DATE at TIME - Quiz 3 opens DATE at TIME and closes Friday at 8:00a - Continue reading Big Read: A Little Less Broken by Marian Schembari
SLO 1, 3 B.1.1, B.1.3	Readings and Lecture Week 13	Typical Development - Read_Early Adulthood Ch 9 - Read Middle Adulthood Ch 10 - Read_Late Adulthood Ch 11
		Assignments due DATE at TIME None

	Week 13 Lab	Adult Typical Development • My Love: Six Stories of True Love (Netflix) • Review DB topic first • Class vote on which episodes to watch (Watch 2-3 episodes) • Complete occupational profile on at least one character while watching • Discuss as a class principles of normal development, cultural observations and their influence on occupation Open Lab (time permitting): You are encouraged to use this time to practice skills and work on assignments related to OTA 111
		• Assignments Due DATE at TIME • Evidenced Based Practice Assignment 2 • DB My Love initial posts <u>and</u> responses to peers • Continue reading Big Read: A Little Less Broken by Marian Schembari
SLO 1, 3 B.1.1, B.1.3	Readings and Lecture Week 14	Continue to review Typical Development • Read Early Adulthood Ch 9 • Read Middle Adulthood Ch 10 • Read Late Adulthood Ch 11
		Assignments due DATE at TIME • None
	Week 14 Lab	TBD
		Assignments Due DATE at TIME • None
SLO 1, 3, 12, 15, 16 B.1.1, B.1.3, B.3.3, B. 5.1, B.5.3	Readings and Lecture Week 15	Typical Development • Read Solomon Ch 6: Principles of Normal Development • Watch Principles of Normal Development (20:01) • Powerpoint for you to complete/fill in as you read and watch video (download to your own device first) • Bring blank occupational profile to lab
		Assignments due DATE at TIME • None
	Week 15 Lab	Typical Development Cont. • Babies Documentary (Run time 1 hour, 19 minutes) ○ Review DB before watching

		○ Complete occupational profile on at least one character while watching ○ Discuss as a class principles of normal development, cultural observations and their influence on occupation Open Lab (time permitting): You are encouraged to use this time to practice skills and work on assignments related to OTA 111
	Assignments Due DATE at TIME • Continue reading Big Read: A Little Less Broken by Marian Schembari • DB Babies initial posts <u>and</u> responses to peers • Evidence Based Practice Assignment 3 - Lifelong Learning and Service	
SLO 2 B.1.2	Readings and Lecture	No New Content: Exam Week
	Week 16	
	Assignments due Wednesday at 11:59pm: • DB Big Read Final initial post • Self PE	
	Week 16 lab	Open Lab by Appointment: Exam Week PE Meetings by Appointment
	Assignments Due DATE at TIME • Quiz 4 opens DATE at TIME and closes DATE at TIME • DB Big Read Final responses to peers	
	Save the Date DATE at TIME • Marian Schembari Author Visit and Assistive Technology Fair	

Disclaimer: The instructor reserves the right to amend this syllabus as deemed necessary and will communicate such amendment to the students in the course. Please note that while unlikely, there is a possibility courses might need to change the delivery method due to external issues like public health concerns, weather issues, etc. If this happens, the college will communicate any changes via email and/or other communication methods.

Instructor Discrepancies:

If at any time throughout the semester you have a problem with the course and/or instructor, contact the instructor. If the issue cannot be resolved after discussion with the instructor, see

CONTACT INFORMATION