



Course Syllabus
SEMESTER
School of Nursing and Health Professions

<i>Course Name:</i>	Domain and Process II
<i>Course & Section Number:</i>	Lecture: OTA 120-XXX, Lab 120-BXX
<i>Meeting Day(s) & Time(s):</i>	Lecture: Lab:
<i>Credits:</i>	3
<i>Contact Hours:</i>	2 hours lecture: 3 hours lab
<i>Instructors Names:*</i>	
<i>Office Hours & Location:</i>	
<i>OCC Phone:</i>	
<i>OCC Email:*</i>	

*Please use only Owens email for course communications – **Do not message via BB.**

Catalog description:

Building from the foundations established in Domain and Process I, this course presents theories, models of practice, and frames of reference that underlie the practice of occupational therapy. Methods and techniques for screening, assessing, and evaluation for occupational performance strengths and problems will be introduced as the role of the OTA in the OT Process is reinforced. Professional advocacy and lifelong learning skills are included.

Prerequisites:

OTA 110 and OTA 111

Co-requisites:

OTA 121 and OTA 122

Course Materials:

OER and Owens Community College Library Resources (Open Educational Resources are free online materials for instructor and student use.)



[Introduction to Theories, Models of Practice, and Frames of Reference in Occupational Therapy](#)

What You Will Learn in the Course

Course Objectives

- Apply occupational therapy theories, models of practice, and frames of reference to explain and support occupational performance, participation, health, wellness, and well-being for persons, groups, and populations across practice settings.
- Analyze the impact of sociocultural, socioeconomic, lifestyle, and diversity, equity, and inclusion factors on occupational performance and participation.
- Contribute to the occupational therapy evaluation process by completing occupational profiles and administering standardized and nonstandardized screening and assessment tools.
- Collaborate with the occupational therapist in the development of occupation-based, client-centered intervention plans and programs that are culturally relevant and informed by current evidence and contemporary occupational therapy practice.
- Assess, grade, and modify occupational performance by adapting tasks, modifying environments, applying ergonomic principles, and implementing assistive technology or adaptive equipment to meet the changing needs of clients, groups, and populations.
- Demonstrate effective, professional communication with clients, care partners, communities, and intraprofessional and interprofessional team members.
- Analyze the influence of contextual factors and federal, state, and local policies on the delivery of occupational therapy services and explain their implications for occupational therapy practice and service access.
- Explain the role of the occupational therapy assistant in advocacy, lifelong learning, and professional responsibility.

Link to OTA Curriculum Design:

Theme I: Practice Proficiency: The course provides the student with an understanding of theories, models of practice, and frames of reference that underlie the practice of occupational therapy. The role of the OTA in the OT Process is reinforced.

Theme II: Advocacy Proficiency: The course provides the students foundational skills to become effective advocates for occupational therapy through participation in the promotion of the profession during OT Month.

Theme III: Life-long Learning: This course continues to reinforce the skills and needed for life-long learning.

Theme IV: Service: This course connects learning in the classroom to the community, using occupational therapy assessments, goal writing, note writing, interviews, and activity analysis in unique environments as schools and businesses.

Student Learning Outcomes:

SLO	2023 ACOTE Standard	Outcome	Where Assessed
1	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 include, but is not limited to, introductory psychology, abnormal psychology, and introductory sociology or introductory anthropology	• Population Based Assignment • Midterm Exam • Final Exam
2	B.3.10	Implement a discharge plan from occupational therapy services that was developed by the occupational therapist in collaboration with the client and members of the interprofessional teams by reviewing the needs of the client, caregiver, family, and significant others; available resources; and discharge environment.	• Tom Case Study
3	B.2.1	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	• OT Process Assignment • Population Based Program Assignment • Work Site Case Study Assignment • Tom Case Study • Create a Client • MOP/FOR Case Studies

SLO	2023 ACOTE Standard	Outcome	Where Assessed
4	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	• Advocacy Letter Assignment • Create a Client
5	B.3.2	Demonstrate professional reasoning to inform occupation-based interventions that focus on: • Client factors, performance patterns, and performance skills. - Creation, promotion, establishment, restoration, maintenance, modification, and prevention.	• Create a Client (establishment) • MOP/FOR Case Studies
6	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	• OT process Assignment • Tom Case Study
7	B.3.20.	Identify and communicate to the occupational therapist the need to design community programs to support occupational performance for persons, groups, or populations.	• Population Based Program Assignment • Final Exam
8	B.3.21	Demonstrate effective communication with clients, care partners, communities, and members of the intraprofessional and interprofessional teams in a responsive and responsible manner that supports a team approach to promote client outcomes.	• OT/OTA Collaboration Assignment • OT Process Assignment
9	B.3.3	Contribute to the evaluation process of client(s)' occupational performance by completing an occupational profile and administering standardized and nonstandardized 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.	• Population based programming • OT Process Assignment • Final Exam
10	B.3.5	Collaborating in the development of occupation-based intervention plans and strategies that must be client centered, culturally relevant, reflective of current occupational therapy practice, and based on available evidence. Under the direction of an occupational therapist, report on data for evaluation of client outcomes.	• OT/OTA Collaboration Assignment • OT Process Assignment
11	B.3.8	Assess, grade, and modify the way persons, groups, and populations perform occupations and activities by adapting processes, modifying environments,	• Work Site Case Study • Tom Case Study • Final Exam

SLO	2023 ACOTE Standard	Outcome	Where Assessed
		implementing assistive technology or adaptive equipment, and applying ergonomic principles to reflect the changing needs of the client, sociocultural context, and technological advances.	
12	B.4.1	Identify and analyze the influence of contextual factors and current federal, state, and local policy issues and structures on the delivery of occupational therapy services for persons, groups, or populations and social systems as they relate to the practice of occupational therapy.	• Advocacy Letter • Advocacy Paper • Population Based Program
13	B.4.2.	Explain the role and responsibility of the practitioner to advocate for occupational therapy including changes in service delivery policies, 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.	• Advocacy Letter • Advocacy Paper • Population Based Program Assignment • Final Exam
14	B.4.9	Define effective, competency-based legal and ethical supervision of occupational therapy assistants and non-occupational therapy personnel.	• OT/OTA Collaboration Assignment • Final Exam

Institutional General Education Competencies

Competency	Where Assessed
Communicate effectively.	Assignments Met By: • OT/OTA Collaboration Assignment • Create a Client
Act with professional responsibility.	Assignments Met By: • OT Process Assignment • OT/OTA Collaboration Assignment • Create a Client
Demonstrate sensitivity to others' beliefs and values.	Assignments Met By: • Population Based Program Assignment • Create a Client
Think analytically, critically, and creatively.	Assignments Met By: • Population Based Program Assignment

Technology, Lab, and File Requirements:

Reliable Internet Connection
Google Chrome Browser

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.

[Anti-Discrimination and Harassment](#)
[Anti-Discrimination and Harassment Procedures](#)
[Title IX/Sexual Misconduct Procedures](#)

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 prospective 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, paraphraser, 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.

Late Work: If a Blackboard assignment is not submitted in the correct location or format and is not corrected before grading begins, it will receive a 0%. With prior notice to the instructor, assignments submitted up to 1 week late that would otherwise earn a passing score will be recorded as the minimum passing score of 76%. Assignments submitted more than 1 week late will receive a 0%, but all assignments must still be submitted in order to receive a final grade in the course.

Attendance: Please refer to the OTA Procedures Manual for specifics. If you miss more than 30% of class time, disciplinary action may be taken by the instructor which may include assigning a failing grade for the course.

Lecture is synchronous. Lecture topics/tasks will be completed in a synchronous lecture. Students are expected to complete assigned readings and preparatory lecture materials prior to lecture. Students who have not done so will find it difficult to participate appropriately.

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.

OTA Classroom Testing Rules

These guidelines are in place to protect academic integrity and maintain a quiet, distraction-free testing environment. All students are expected to follow these rules for every in-class exam.

Testing Platform

- All exams will use Respondus LockDown Browser (and Respondus Monitor if required).
- Students will test using their own device (laptop or approved device).
- Come prepared: device charged, updates completed, Respondus functioning.

Testing Room Expectations

- No talking once the exam begins.
- No food or drink in the testing area.

- No ball caps/hats during testing (unless an approved accommodation or documented exception applies).

Prohibited Items (Not Allowed During Testing)

- No cell phones (must be powered off and stored away).
- No smart watches or wearable tech.
- No smart glasses or technology-enabled eyewear.
- No unauthorized electronic devices.

Having a prohibited item at your workstation may be treated as a testing violation—even if you do not use it.

Personal Belongings

- All personal items must be placed in the designated “locker” area before testing begins, including:
 - o Bags/purses, coats, notebooks, textbooks, headphones, and extra electronics
- Only approved testing materials may be on the desk.

Scratch Paper Procedure

- A blank sheet of paper and a pencil will be issued at the start of the exam.
- Scratch paper must be turned in to the proctor when you finish.
- Students may not use their own paper or writing materials unless explicitly permitted.

Accommodations

- Testing accommodations will be provided only as approved by Disability Services.
- Students are responsible for arranging accommodations in advance.

Compliance

Failure to follow these testing rules may result in removal from the testing environment and/or consequences consistent with course and academic integrity policies.

Testing Center

The testing center will be utilized for exams only in this course (include exam retakes). For testing center guidelines, please refer to their site at [this link](#).

How Grades are 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
Weekly Quizzes	1-14	12%

OT/OTA Collaboration Assignment	8,10,14 Gen Ed – 1-2	6%
OT Process Assignment	3,6,10 Gen Ed – 2	10%
Advocacy Letter Assignment	4,12,13	5%
Create a Client Assignment	1,5 Gen Ed – 1-3	5%
Tom Case Study Assignment	1,2	12%
MOPs/FORs Case Studies	1,5 Gen Ed – 4	5%
Advocacy Paper Assignment	12 Gen Ed – 1	4%
Midterm Exam	3,5,9,10,13	10%
Population Based Program Project and Presentation	1,3,7,9,12,13 Gen Ed 3,4	10%
Final Exam	1-14	15%
Participation (includes discussion boards, in-lecture work, lab work, and any other assignments not otherwise listed on this table)	Gen Ed 1-4	6%
		GRAND TOTAL: 100%

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

Evaluation Measure	Value	Student Learning Outcome Assessed
Quizzes/Exams	37%	1-14
Presentations	4%	1,3,7,9,12,13 Gen Ed 3,4
Assignments	47%	1-14 Gen Ed 1-4
Participation	6%	Gen Ed 1-4
Project	6%	1,3,7,9,12,13 Gen Ed 3,4

Grading Scale

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

Grading Procedure:

The final course grade will be the letter grade earned in lecture, provided all of the following are met:

- Clinical lab evaluation and lab skills checkoffs are satisfactory
- A minimum of 76% is achieved in test mastery
- A minimum of 76% is earned in both the lecture and laboratory components

There is no rounding of grades. Grades will be posted in Blackboard and are considered final 5 days after posting. **Refer to OTA Student Procedures Manual for more specifics.**

While not all assignments carry points, all assignments are required. Every task is designed to support your learning and achievement of course objectives. Failure to submit any assignment will result in an Incomplete for the course until all required work is turned in.

Remediation

If your quiz, test, or exam score falls below 76%, you will be required to attend a 1-hour open lab remediation session. This time is for you to actively review material, practice skills, ask questions, and clarify concepts. Instructors will be available to assist, but these sessions are intended to reinforce learning, not re-teach the entire unit.

After completing remediation, you will be allowed one opportunity to retake exams only, with a maximum possible score of 76% on the retake. Quizzes and tests cannot be retaken, but all quiz, test, and exam scores count toward the overall test mastery requirement.

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:

Quizzes will be given at the beginning of each class to determine understanding of the preparatory materials.

Date	Topics & Readings & Preparation Readings Due prior to class	Assignments Due to BB by TIME, unless otherwise specified
<i>Unit 1: Theory, Models of Practice, and Frames of Reference</i>		
Week 1	Lecture: Course Introduction Semester Plan, Assignments Review: OTPF - Process Intro to Theory, MOP, and FOR if time allows Lab: Quiz - - Module: Introduction, Exercise on Theory, Models of Practice Overview, Frames of Reference Overview - Module: Model of Human Occupation - OER module Case Studies/Assessments	
Week 2	Lecture: Prep Quiz - Module: Frames of Reference (All of them) Lab: Prep Quiz - Canadian Model of Occupational Performance and Engagement Case Studies/Assessments	**I highly suggest you utilize open lab time to practice the COPM prior to going to RHNO, it will be VERY CLEAR who prepared and who didn't.**
Week 3	Lecture: - Field Trip to RHNO for Assessments Lab: - Field Trip to RHNO for Assessments	OT/OTA Collaboration Assignment: Task 1 Due DATE at TIME RHNO Field Trip: As soon as I hear back from them with the final times, I will have groups and times updated.
Week 4	Lecture: Quiz Kawa Model Lab:	Due DATE at TIME: FOR Presentation DB

	Quiz • Person-Environment- Occupation (PEO) • Ecology of Human Performance - OER module Case Studies	
Week 5	<i>Lecture:</i> Quiz MOPs and FORs: Goals, Intervention, Discharge, Care Settings <i>Lab:</i> Quiz SOAP Notes: Problem Statements Begin Tom's Case Study	OT Process Assignment Part 1 and 2 Due DATE at TIME
<i>Unit 2: ADL/IADL, Assessment, DME, and Intervention</i>		
Week 6	<i>Lecture:</i> Quiz -ADLs: Compensation/Adaptation Interventions for Functional Mobility PowerPoint Assessments <i>Lab:</i> Bill Case Study If time permits: Continue working on Tom's Case Study	Tom's Case Study - Part 1 Due DATE at TIME OT/OTA Collaboration Assignment: Task 2 Mark Case Study DATE at TIME
Week 7	<i>Lecture:</i> ADLs: Compensation/Adaptation Interventions for Bathing, Toileting, Grooming, Sexual Activity, Feeding, and Dressing <i>Lab Thurs 2/26 10-12:40:</i> OT/OTA Collaboration - UT OTD Students come to Lab 10-11:50 ADL Lab stations 12-12:40	Due DATE at TIME: OT Process Assignment Part 3 Bill Case Study
Week 8	<i>Lecture:</i> Finish ADL Lab stations <i>Lab:</i> Create a Client Midterm Opens	Due DATE at TIME Due DATE at TIME: Treatment Plan for OT/OTA Collaboration Assignment (Task 3 Part 2b) Midterm Closes DATE at TIME

<i>Unit 3: Work Site Analysis and Ergonomics</i>		
Week 9	Lecture: Prep Quiz: Critical Analysis and Psychosocial Practice (in BB) Lab: No Prep Quiz Case Studies	Due DATE at TIME: Tom's Case Study Part 2 Create a Client Due DATE at TIME OT/OTA Collaboration Assignment: Task 3
Week 10	Lecture: Quiz: Discharge Lecture Lab: Discharge Case Study Activity - Paul Harris Intervention	Due DATE at TIME Initial DB Post - Critical Analysis Case Studies Due DATE at TIME Response to Peers - Critical Analysis Case Studies
Week 11	Tues: Prep Quiz: Workplace Safety Presentation Thrs: Quiz Perform Assessment on Surg Tech Students **Afternoon Lab will start in Surg Tech Lab - DO NOT BE LATE! Their class ends at 1:00**	Due DATE at TIME: Tom's Case Study Part 3 Due DATE at TIME OT/OTA Collaboration Assignment: Task 4
<i>Unit 4: Group and Population Based Intervention, Advocacy</i>		
Week 12	Lecture: Prep Quiz: Occupational Justice Lecture Read: Occupational Therapy and Public Health: Advancing Research to Improve Population Health and Health Equity Lab: Quiz Work on program	Due DATE at TIME: Work Site Case Study Population Based Program: Part 1 due DATE at TIME
Week 13	Lecture: Prep Quiz Advocacy Lab:	DATE at TIME Population Based Program Part 2 Rough Draft Advocacy Letter

	Work on Advocacy Paper and Letter	
Week 14	<i>Lecture:</i> prep quiz Feedback on PBP Parts 2 and 3 <i>Lab:</i> Work on Program	Population Based Program Part 3 due DATE at TIME Population Based Program Part 4 due DATE at TIME
Week 15	<i>Lecture:</i> Population Based Program Presentations <i>Lab:</i> Population Based Program Presentations -Final Exam Review	Due: DATE at TIME Advocacy Paper Final Advocacy Letter - Submitted to representative
Week 16	FINAL EXAM	Opens DATE at TIME, Closes DATE at TIME, Retake DATE at TIME only

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.