



Course Syllabus
SEMESTER
School of Nursing and Health Professions

Introduction Information

<i>What is it?</i>	<i>Here is the Answer!</i>
Course Name:	Contexts & Client Factors II
Course & Section Number:	OTA122-XXX, OTA 122-BXX
Meeting Day(s) & Time(s):	Lecture 122-XXX: Lab 122-BXX:
Credits:	3
Contact Hours:	2 Lecture, 3 Lab
Instructor's Name:*	
Lab Assistant	
Student Hours (Formerly Office Hours) & Location:	
OCC Email:**	
Additional Contact Information:	

*Please call me (name); it is my preferred name. If you have a preferred name, please let me know so that I can use it. My pronouns are She/Her and They/Them. Please let me know yours so that I can use them.

OTA122-B02		Lab Contexts & Client Factors II				0	\$25	16	10
2026 Spring Semester		2026-01-12 - 2026-05-07		Face-to-Face		[Course Info] [Find Books]			
W	1:00 PM - 3:40 PM	2026-01-12 - 2026-05-07		Joanne Ebanks		Laboratory	HEC 176	Toledo	
Fee Breakdown: Lab Fees \$25.00									
Last day to add: Jan 16, 2026 -- Last day to drop: May 07, 2026									
Refund deadlines: Jan 16, 2026 (100%) -- Jan 23, 2026 (60%) -- Jan 30, 2026 (50%)									

What You Will Learn in This Course

Course Objectives:

Theme I: Practice Proficiency

The course provides the student with an overview and foundation of physical dysfunction practice skills for occupational therapy assistants.

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, participation in professional organization, and demonstrate understanding of physical conditions and diseases that affect clients the profession serves.

Theme III: Lifelong Learning Proficiency

The course provides foundational skills for the student to develop a confident and professional self-image, complete a self-assessment of learning needs, and learn how to best manage personal time, while continuing the lifespan learning of physical conditions and diseases that affect clients the profession serves.

Theme IV: Service

The course provides service learning involving communities of campus and peers to understand conditions affecting adults.

Student Learning Outcomes: 2023 ACOTE Standards for Associate-Degree-Level Educational Program for the Occupational Therapy Assistant

SLO	2023 ACOTE Standard	Outcome	Where Assessed
1	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.	● OT Toolkit #2
2	B.2.6.	Understand how occupational performance is affected by the effects of disease processes including heritable diseases, genetic conditions, mental illness, disability, trauma, and injury.	● OT Toolkit #3 ● OT Toolkit #4
3	B.2.7.	Demonstrate activity analysis in areas of occupation, performance skills, performance patterns, context, and client factors to implement the intervention plan.	● OT Toolkit #1
4	B.3.2.	Demonstrate professional reasoning to inform occupation-based interventions that focus on: ● Client factors, performance patterns, and performance skills.	● OT Toolkit #4

SLO	2023 ACOTE Standard	Outcome	Where Assessed
		Creation, promotion, establishment, restoration, maintenance, modification, and prevention.	
5	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.	MMT & ROM Competencies
6	B.3.9.	Design and implement occupation-based interventions using the strategies of establish, restore, and modify approaches to address deficits in performance skills.	- OT Toolkit #1 - OT Toolkit #3
7	B.3.12.	Provide training in techniques to enhance functional mobility, including physical transfers, wheelchair management, and mobility devices.	Transfer Competencies
8	B.3.14.	Define the safe and effective application of superficial thermal agents, deep thermal agents, electrotherapeutic agents, and mechanical devices as a preparatory measure to improve occupational performance. This must include indications, contraindications, and precautions.	PAMS quiz
9	B.3.16	Explain the need for orthotics, and design, fabricate, apply, fit, and train in orthoses and devices used to enhance occupational performance and participation. Train in the safe and effective use of prosthetic devices used to enhance occupational performance.	- Midterm/Final test questions - Orthotics Fabrication

Institutional General Education Competencies:

Competency	Where Assessed
Communicate effectively.	Discussion Boards, SOAP Notes, IPE Assignments, Final Treatment Session
Act with professional responsibility.	Class/Lap Participation, Attendance, Competencies, Final Treatment Session, IPE Assignments
Demonstrate sensitivity to others' beliefs and values.	OT Toolkits, Case Studies, IPE Assignments, Final Treatment Session

Competency	Where Assessed
Think analytically, critically, and creatively.	OT Toolkits, Case Studies, IPE Assignments, Final Treatment Session, Quizzes, Tests, Exams

Technology, Lab Requirements, & Files:

- Reliable internet connection.

Academic and Student Support

Student Supports:

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 general education or program assessment. Please save all your class materials until the end of the semester.

Classroom Admittance: OCC classes (e.g., traditional, land-based, laboratory, hybrid, asynchronous online, synchronous online) shall only be attended by the officially registered OCC 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](#) for specifics.

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.”

For any changes, students must talk with their instructor first and then their advisor.

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:
- 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 The grade points for the areas of work are as follows:	Student Learning Outcomes Assessed	Value
Labs	3, 5, 6, 7	5%
Case Studies	2, 3, 4, 5, 6	6%
Final Treatment Session	4, 6, 7	7%
MMT Competency	5	7%
ROM Competency	5	7%
Functional Transfer Competency	7	7%
DB: OT Toolkit #1	3, 6	2%
OT toolkit SOAP Note #1	3, 6	1%

Evaluation Measure The grade points for the areas of work are as follows:	Student Learning Outcomes Assessed	Value
DB: OT Toolkit #2	1	2%
OT Toolkit SOAP Note #2	1	1%
DB: OT Toolkit #3	2, 6	2%
OT Toolkit SOAP Note #3	2, 6	1%
DB: OT Toolkit #4	2, 4	2%
OT Toolkit SOAP Note #4	2, 4	1%
IPE Case Study	2, 4, 5	8%
Class/Lab Participation / In-Class Assignments / PEs / Attendance	4, 7	9%
Prep Quizzes	1, 2, 8, 9	8%
Test #1	1, 2, 5	2.5%
Test #2	2, 8, 9	2.5%
Midterm Exam	1, 2, 5, 8, 9	8%
Final Exam	1 – 9	11%

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

Tentative Class Assignments

Last Updated DATE: This is just to give you a guide as to what we are going to cover in this course and when.

Week	SLO	Topic	Due
1	1, 7	Read: • Mahle & Ward (M&W) Ch. 14 Lecture: • Course Synopsis • Review assignments • Prep Quiz in class on assigned reading • Body mechanics Lab: • Transfers • Assistance levels • FIM	Nothing due this week
Tues		IPE Exercise Science partners assigned – initiate contact	
2	3, 5	Read: • M&W Ch. 12 • M&W Ch. 13 Lecture: • Prep Quiz • Go over OT Toolkit Assignment Lab: • ADL ROM activity • ROM measurements • MMT technique	DATE by TIME • MMT Chart • Planes/Axis Lab DATE by TIME • ADL ROM – DB initial post
Wk 3		1 st Collab Meeting with Exercise Science Students – meetings to occur outside of class times	

Week	SLO	Topic	Due
3	2, 4, 7	Read: • M&W Ch. 22 • M&W Ch. 11 • Journal Articles Lecture: • Prep Quiz • AOTA Position Paper - Role of Occupational Therapy in Wound Management Lab: • Transfers with precautions • Pelvic fracture case study (homework) • THA case study DB (homework) • Body Mechanics • Lab – Wounds & Transfers • Safety Concerns Case Study	DATE by TIME • ADL ROM – DB peer responses • 1/29 by 11:59pm • Transfer SOAP note DATE by TIME • IPE Collaboration Session Summary #1 • Pelvic Fracture – DB initial post • THA – DB initial post
4	3, 5	Read: • Review for Test #1 Lecture: • Test #1 in class • Documentation & Vital Signs Lab: • Transfer Competencies • Vital Signs Lab • Work on MMT/ROM Competencies Prep	DATE by TIME • OT Toolkit #1 – DB initial post • OT Toolkit #1 SOAP note • Pelvic Fracture – DB peer responses • THA – DB peer responses DATE by TIME • Toolkit #1 – DB peer responses DATE by TIME • IPE Case Study #1 • Precautions Handout – DB initial post
Wk 5		2 nd Collab Meeting with Exercise Science Students – meetings to occur outside of class times	
		Read: • M&W Ch. 20 Lecture: • PAMs Quiz Lab: • PAMs Case Study	DATE by TIME • Precautions Handout – DB peer responses DATE by TIME • IPE Collab Session Summary #2 • PAMs Fact Sheet – DB initial post • Safety Concerns Case Study – DB initial post

Week	SLO	Topic	Due
6	2, 6	Read: • M&W Ch. 23 Lecture: • Prep Quiz • Shoulder PowerPoint Lab: • Shoulder treatment session • Scapula/Humerus Activity • Case Study	DATE by TIME • Paul Harris Case Study • PAMs Fact Sheet – DB peer responses • Safety Concerns Case Study – DB peer responses DATE by TIME • Scapula/Humerus Chart DATE by TIME • IPE Case Study #2 • Shoulder treatment session – DB initial post
Wk 7		3 rd Collab Meeting with Exercise Science Students – meetings to occur outside of class times	
7	2, 4	Read: • M&W Ch. 36 Lecture: • Prep Quiz • Guest Lecturer Lab: • Stroke Family Feud • 3D Brain Anatomy – MCA & PCA	DATE by TIME • Shoulder treatment session – DB peer responses DATE by TIME • IPE Collab Session Summary #3 • 3D Brain Anatomy – DB initial post
8	1, 2, 5	Read: • Review for Midterm Lecture: • Midterm Exam in class Lab: • TBD	DATE by TIME • OT Toolkit #2 – DB initial post • OT Toolkit #2 SOAP note • 3D Brain Anatomy – DB peer responses DATE by TIME • PE – Midterm DATE by TIME • OT Toolkit #2 – DB peer responses DATE by TIME • IPE DB #1
Wk 9		4 th Collab Meeting with Exercise Science Students – meetings to occur outside of class times	

Week	SLO	Topic	Due
9	2, 4	Read: - M&W Ch. 37 - M&W Ch. 9 Lecture: - Prep Quiz Lab: - Ranchos Los Amigos Charades - Lucas Case Study Part 1	DATE by TIME - IPE Collab Session Summary #4 - Lucas SOAP note – DB initial post
10	3, 6	Read: - M&W Ch. 9 - M&W Ch. 8 Lecture: - Cont. Ch 9 Lab: - Lucas Case Study Part 2 - Goal-Plan-Do-Review	DATE by TIME - Lucas SOAP note – DB peer responses DATE by TIME - IPE Case Study #3 - Goal-Plan-Do-Review – DB initial post
Wk 11		5th Collab Meeting with Exercise Science Students – meetings to occur outside of class times	
11	2, 5	Read: - M&W Ch. 33 Lecture: - Prep Quiz Lab: - Observation Skills Lab	DATE by TIME - OT Toolkit #3 – DB initial post - OT Toolkit #3 SOAP note - Goal-Plan-Do-Review – DB peer responses DATE by TIME - OT Toolkit #3 – DB peer responses DATE by TIME - Observation Skills DATE by TIME - IPE Collab Session Summary #5 - IPE DB #2 - Observation Skills – DB initial post
12	4, 6	Read: - M&W Ch. 38 - Review for Test #2 Lecture: - Test #2 in class Lab: - Case Study JA Home Visit	DATE by TIME - Observation Skills – DB peer responses DATE by TIME - IPE Reflection Journal

Week	SLO	Topic	Due
13	5, 6	Read: • M&W Ch. 26 Lecture: • Prep Quiz • Review SCI home visit feedback Lab: • MMT & ROM Competencies • Work on JA Case Study • Final Treatment session practice	DATE by TIME • Create Your Own Prep Quiz DATE by TIME • JA Case Study DATE by TIME • JA Case Study – DB initial post
14	9	Read: • M&W Ch. 24 • M&W Ch. 25 Lecture: • Prep Quiz Lab: • Hand/Dexterity Lab • Splint Lab(?)	DATE by TIME • JA Case Study – DB peer responses DATE by TIME • Hand Lab
15	4, 6, 7	Read: • TBD Lecture: • TBD Lab: • Final Treatment Session	DATE by TIME • OT Toolkit #4 – DB initial post • OT Toolkit #4 SOAP note DATE by TIME • All OT Toolkit Items • PE Final DATE by TIME • OT Toolkit #4 – DB peer responses
16	1 – 9	Read: • Review for Final Exam Lecture: • Final Exam in class Lab: • TBD	

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.