



OTHA 2230 - Workplace Skills for the Occupational Therapy Assistant 101 Course Syllabus

Description

Seminar-based course designed to complement Level II fieldwork by creating a discussion forum addressing events, skills, knowledge, and/or behaviors related to the practice environment. Application of didactic coursework to the clinic and test-taking strategies for certification exams.

Prerequisites [BIOL 2401](#), [BIOL 2402](#), [ENGL 1301](#), [PSYC 2301](#), [PSYC 2314](#), [HUMA 1301](#), [OTHA 1360](#), [OTHA 1341](#), [OTHA 1349](#), [OTHA 1405](#), [OTHA 1409](#), [OTHA 1415](#), [OTHA 2360](#), [OTHA 2361](#), [OTHA 2335](#), [OTHA 2402](#)

Corequisites [OTHA 2266](#), [OTHA 2267](#)

Semester Offered

Spring

Credits 2

Lecture Hours 1

Lab Hours 4

Extended Hours 0

Contact Hours 80

State Approval Code 51.0803

Instructor Name April Kruger, BAAS, COTA/L

Semester/Year Spring 2025

Meeting Time and Location

OTHA 2230 is a sixteen-week hybrid course with 60% online and 40% face-to-face. Web-based, synchronistic small-group meetings will occur sixteen times a semester on Sunday afternoons per group assignment schedule listed in the course. Three days of on-campus face to face instruction is mandatory at the end of the semester. Any other campus visits will be announced at least two weeks before the scheduled date unless an emergency occurs. Students must participate in both in-class and online discussions. Students are also expected to spend at least 5 hours per week reading, reviewing, and participating in assigned activities for successful completion of this course.

Alternate Operations During Campus Closure

In the event of an emergency or announced campus closure due to a natural disaster or pandemic, it may be necessary for Panola College to move to altered operations. During this time, Panola College may opt to continue delivery of instruction through methods that include, but are not limited to: online learning management system (CANVAS), online conferencing, email messaging, and/or an alternate schedule. It is the responsibility of the student to monitor Panola College's website (www.panola.edu) for instructions about continuing courses remotely, CANVAS for each class for course-specific communication, and Panola College email for important general information.

Student Basic Needs

Unexpected circumstances may arise, but Panola College offers various resources to support students. If you need mental health services or are facing challenges with transportation, affording class materials and supplies, or accessing food regularly—issues that may impact your class performance—please visit panola.edu/resources.

Class Attendance

Regular and punctual attendance of classes and laboratories is required of all students. When a student has been ill or absent from class for approved extracurricular activities, he or she should be allowed, as far as possible, to make up for the missed work. If a student has not actively participated by the census date, they will be dropped by the instructor for non-attendance. This policy applies to courses that are in-person, online, hybrid, and hyflex.

Attendance in online courses is determined by submission of an assignment or participation in an activity. According to federal guidelines, simply logging into a distance learning course without participating in an academic assignment does not constitute attendance. Distance learning is defined as when a majority (more than 50%) of instruction occurs when the instructor and students are in separate physical locations. Students must engage in an academic activity prior to the course census date.

When an instructor feels that a student has been absent to such a degree as to invalidate the learning experience, the instructor may recommend to the Vice President of Instruction that the student be withdrawn from the course. Instructors may seek to withdraw students for non-attendance after they have accumulated the following number of absences:

Fall or spring semesters:

3 or more class meeting times per week - 5 absences

2 class meeting times per week - 3 absences

1 class meeting per week - 2 absences

The student is responsible for seeing that he or she has been officially withdrawn from a class. A student who stops attendance in a class without officially withdrawing from that class will be given a failing grade; consequently, the student must follow official withdrawal procedures in the Admissions/Records Office.

Please note: Health Science and Cosmetology courses may require more stringent attendance policies based on their accreditation agencies. Please see the addendum and/or program handbook for further information concerning attendance.

Pregnant/Parenting Policy

Panola College welcomes pregnant and parenting students as a part of the student body. This institution is committed to providing support and adaptations for a successful educational experience for pregnant and parenting students. Students experiencing a need for accommodations related to pregnancy or parenting will find a Pregnancy and Parenting Accommodations Request form in the Student Handbook or may request the form from the course instructor.

Artificial Intelligence (AI) Course Policy

Use of generated AI Permitted under some classroom circumstances with permission.

There are situations throughout the course where you may be asked to use artificial intelligence (AI) tools to explore how they can be used. Outside of those circumstances, you should not use AI tools to generate content that will end up in any student work (assignments, activities, discussion responses, etc.). In such cases for Option #2, no more than 25% of the student work should be generated by AI. Use of any AI-generated content in this course without the instructor's consent qualifies as academic dishonesty and violates Panola College's standards of academic integrity.

Instructional Goals and Purposes

The purpose of the course is to promote professional reasoning and reflective practice, transmit the values and beliefs that enable ethical practice, and develop professionalism and competence in career responsibilities through coursework during a student's corequisite Practicum/work-based learning courses(OTHA 2266 and OTHA 2267). The goal of the course is to prepare students for career entry.

Learning Outcomes

Practice resource management; demonstrate self-management; implement interventions based on research; communicate effectively with supervisors, peers, clients, and other professionals; process applications for professional credentialing; and practice techniques to increase employment marketability. (WECM, September 1, 2022)

Specific Course Objectives (includes SCANS)

After studying all materials and resources presented in the course, the student will be able to:

B.2.1. Scientific Evidence, Theories, Models of Practice, and Frames of Reference	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.
B.2.3. Interaction of Occupation and Activity	Demonstrate knowledge of and apply the interaction of occupation and activity, including areas of occupation, performance skills, performance patterns, context, and client factors.
B.2.4. Communicate the Distinct Nature of Occupation	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.
B.2.10. Ethics and Professional Interactions	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.
B.2.12. Principles of Instructional Design	Demonstrate the application of principles of instructional design and teaching and learning in content related to occupational therapy which includes at minimum: <ul style="list-style-type: none"> • Development of learning objectives. • Design of material. • Development of learning assessment. • Delivery of professional presentation. • Self-reflection of process.
B.3.2. Professional Reasoning	Demonstrate professional reasoning to inform occupation-based interventions that focus on: <ul style="list-style-type: none"> • Client factors, performance patterns, and performance skills. • Creation, promotion, establishment, restoration, maintenance, modification, and prevention.
B.3.3. Standardized and Nonstandardized Screening and Assessment Tools	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.
B.3.5. Reporting Data	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.
B.3.7. Need for Continued or Modified Intervention	Monitor and reassess, in collaboration with the client and care partner, the effect of occupational therapy intervention and the need for continued or modified intervention and communicate the identified needs to the occupational therapist.
B.3.8. Grade and Adapt Processes or Environments	Assess, grade, and modify the way persons, groups, and populations perform occupations and activities by adapting processes, modifying environments, implementing assistive technology or adaptive equipment, and applying ergonomic principles to reflect the changing needs of the client, sociocultural context, and technological advances.
B.3.9. Establish, Restore, and Modify	Design and implement occupation-based interventions using the strategies of establish, restore, and modify approaches to address deficits in performance skills.
B.3.17. Referral to Specialists	Identify and communicate to the occupational therapist the need to refer to specialists both internal and external to the profession, including community agencies.
B.4.4. Business Aspects of Practice	Understand the business aspects of practice including, but not limited to, the development of business plans, financial management, reimbursement, program evaluation models, strategic planning, and liability issues under current models of service provision including providing services on a contractual basis.
B.4.5. Requirements for Credentialing and Licensure	Demonstrate knowledge of applicable national requirements for credentialing and requirements for licensure, certification, or registration consistent with federal and state laws.
B.4.7. Evolving Service Delivery Models	Identify the need and demonstrate the ability to participate in the development, support, promotion, and management of service delivery options.
B.5.1. Professional Literature and Scholarly Activities	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.

B.4.3. Documentation of Services	Demonstrate knowledge of various reimbursement systems and funding mechanisms (e.g., federal, state, local, third party, private payer), appeals mechanisms, treatment/diagnosis codes (e.g., CPT®, ICD, DSM® codes), and durable medical equipment coding (e.g., HCPCS) and documentation requirements (e.g., equipment justifications) that affect consumers and the practice of occupational therapy. Documentation must effectively communicate the need and rationale for occupational therapy services.
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Note: Alphanumeric codes, descriptions, and objectives, as indicated above, are retrieved from the Accreditation Standards for an Associate-Degree-Level Education Program for the Occupational Therapy Assistant.

Citation: Accreditation Council for Occupational Therapy Education. (2023). 2023 Accreditation Council for Occupational Therapy Education (ACOTE®) Standards and Interpretive Guide. <https://acoteonline.org/accreditation-explained/standards/>

Skills identified by the Secretary’s Commission on Achieving Necessary Skills as needed by American workers for entry-level employment. (SCANS)

Basic Skill Competencies	Workplace Competencies
A. i, ii, iv, v	A. i, iii, iv
B. i, ii, iii, iv, v	B. i, ii, iii
C. i, ii, iii, iv, v	C. i, ii, iii, iv
	D. i

Course Content

A general description of lecture/discussion topics included in this course is in the Learning Outcomes / Specific Course Objectives sections of this syllabus.

Students in all sections of this course will be required to do the following:

1. Understand and comply with all instructional policies and procedures in the current Panola College OTA Student Policy Manual and the Panola College *Student Handbook*.
2. Have access to a computer with high-speed internet service, printer, and scanning device with necessary compatible software for course content retrieval and document submissions.
3. This course requires the consistent use of the CANVAS learning management system for access to the course schedule, daily reading assignments, instructor correspondence, classroom discussions, quizzes, and examinations. As such, the student is expected to have access to internet services and a device capable of accessing and utilizing CANVAS as designed/intended. If students need assistance in obtaining these items, they are encouraged to contact Panola Student Services at <https://www.panola.edu/student-services>.
4. For technical support, students should contact Distance Learning Services at dl@panola.edu or call them M-Th, 7:30 am - 5 pm or F 7:30 am - 12:30 pm

It is the student’s responsibility to understand and comply with all instructional policies and procedures in the most current Panola College OTA Student Policy Manual (i.e. attendance, assignment submission, makeup exams, professional and ethical behaviors, and others).

Methods of Instruction/Course Format/Delivery

This hybrid course is 60% online and 40% face-to-face. Web-based, synchronistic small-group meetings will occur sixteen times a semester. Three days of on-campus face-to-face instruction is mandatory at the end of the semester. Any other campus visits will be announced at least two weeks before the scheduled date unless an emergency occurs. Course assignments are available via CANVAS and may include, but are not limited to, text readings, content page readings, voice-over PowerPoint presentations, web-based instruction, and videos. Students must participate in both in-class and online discussions. At least two proctored activities are required for this course.

Major Assignments/Assessments

The following items are assigned and assessed during the semester and used to calculate the student's final grade.

Assignments

Class Assignments
Case Study Assignment
Professional Portfolio Assignment

Assessments

Simulated licensure and certification exams

Course Grade

Major Assignments / Assessments:

The following items will be assigned and assessed during the semester and used to calculate the student's final grade:

Assignments	Weight
Class Assignments	50%
Simulated licensure and certification exams	20%
Case Study	15%
Professional Portfolio Assignment	15%

Course Grade: Letter grades will be assigned by the following percentage score:

Score (in percentages)	Letter Grade
90-100	A
80-89	B
75-79	C
60-74	D
Below 60	F

Note 1: No scores will be rounded.

Note 2: All rules and regulations printed in the College catalog, *The Panola College Student Handbook*, and the OTA Student Policy Manual will be reinforced throughout this course.

Note 3: The OTA Program will not tolerate any form of academic dishonesty defined in *The Pathfinder* or unethical behaviors as defined in the OTA Program's Student Policy Manual. Any student participating in academic dishonesty or unethical behaviors of any type will receive a zero (0) on the assignment or exam and may be subject to further disciplinary action.

Texts Materials, and Supplies

Fleming-Castaldy, R.P. (2020). *National OTA Certification Exam Review and Study Guide*. Evanston, IL: TherapyEd (With access to three practice exams). 5th edition 9781733847780

Required Readings

As assigned in CANVAS modules

Recommended Readings

As assigned in CANVAS modules

Other

- Courses conducted via video conferencing may be recorded and shared for instructional purposes by the instructor.
- For current texts and materials, use the following link to access bookstore listings: <https://www.panolacollegestore.com>.
- For testing services, use the following link: <https://www.panola.edu/student-services/student-support/academic-testing-center>.

- If any student in this class has special classroom or testing needs because of a physical learning or emotional condition, please contact the ADA Student Coordinator in Support Services located in the Charles C. Matthews Student Center or go to <https://www.panola.edu/student-services/student-support/disability-support-services> for more information.
- Withdrawing from a course is the student's responsibility. Students who do not attend class and who do not withdraw will receive the grade earned for the course.
- Student Handbook: <https://www.panola.edu/> (located on at the bottom under student)

SCANS Criteria

1. Foundation skills are defined in three areas: basic skills, thinking skills, and personal qualities.
 - a. Basic Skills: A worker must read, write, perform arithmetic and mathematical operations, listen, and speak effectively. These skills include:
 - i. Reading: locate, understand, and interpret written information in prose and in documents such as manuals, graphs, and schedules.
 - ii. Writing: communicate thoughts, ideas, information, and messages in writing, and create documents such as letters, directions, manuals, reports, graphs, and flow charts.
 - iii. Arithmetic and Mathematical Operations: perform basic computations and approach practical problems by choosing appropriately from a variety of mathematical techniques.
 - iv. Listening: receive, attend to, interpret, and respond to verbal messages and other cues.
 - v. Speaking: Organize ideas and communicate orally.
 - b. Thinking Skills: A worker must think creatively, make decisions, solve problems, visualize, know how to learn, and reason effectively. These skills include:
 - i. Creative Thinking: generate new ideas.
 - ii. Decision Making: specify goals and constraints, generate alternatives, consider risks, and evaluate and choose the best alternative.
 - iii. Problem Solving: recognize problems and devise and implement plan of action.
 - iv. Visualize ("Seeing Things in the Mind's Eye"): organize and process symbols, pictures, graphs, objects, and other information.
 - v. Knowing How to Learn: use efficient learning techniques to acquire and apply new knowledge and skills.
 - vi. Reasoning: discover a rule or principle underlying the relationship between two or more objects and apply it when solving a problem.
 - c. Personal Qualities: A worker must display responsibility, self-esteem, sociability, self management, integrity, and honesty.
 - i. Responsibility: exert a high level of effort and persevere toward goal attainment.
 - ii. Self-Esteem: believe in one's own self-worth and maintain a positive view of oneself.
 - iii. Sociability: demonstrate understanding, friendliness, adaptability, empathy, and politeness in group settings.
 - iv. Self-Management: assess oneself accurately, set personal goals, monitor progress, and exhibit self-control.
 - v. Integrity and Honesty: choose ethical courses of action.
2. Workplace competencies are defined in five areas: resources, interpersonal skills, information, systems, and technology.
 - a. Resources: A worker must identify, organize, plan, and allocate resources effectively.
 - i. Time: select goal-relevant activities, rank them, allocate time, and prepare and follow schedules.
 - ii. Money: Use or prepare budgets, make forecasts, keep records, and make adjustments to meet objectives.
 - iii. Material and Facilities: Acquire, store, allocate, and use materials or space efficiently. Examples: construct a decision timeline chart; use computer software to plan a project; prepare a budget; conduct a cost/benefits analysis; design an RFP process; write a job description; develop a staffing plan.
 - b. Interpersonal Skills: A worker must work with others effectively.
 - i. Participate as a Member of a Team: contribute to group effort.
 - ii. Teach Others New Skills.
 - iii. Serve Clients/Customers: work to satisfy customer's expectations.

- iv. Exercise Leadership: communicate ideas to justify position, persuade and convince others, responsibly challenge existing procedures and policies.
 - v. Negotiate: work toward agreements involving exchange of resources, resolve divergent interests.
 - vi. Work with Diversity: work well with men and women from diverse backgrounds. Examples: collaborate with a group member to solve a problem; work through a group conflict situation, train a colleague; deal with a dissatisfied customer in person; select and use appropriate leadership styles; use effective delegation techniques; conduct an individual or team negotiation; demonstrate an understanding of how people from different cultural backgrounds might behave in various situations.
- c. Information: A worker must be able to acquire and use information.
- i. Acquire and Evaluate Information.
 - ii. Organize and Maintain Information.
 - iii. Interpret and Communicate Information.
 - iv. Use Computers to Process Information. Examples: research and collect data from various sources; develop a form to collect data; develop an inventory record-keeping system; produce a report using graphics; make an oral presentation using various media; use on-line computer databases to research a report; use a computer spreadsheet to develop a budget.
- d. Systems: A worker must understand complex interrelationships.
- i. Understand Systems: know how social, organizational, and technological systems work and operate effectively with them.
 - ii. Monitor and Correct Performance: distinguish trends, predict impacts on system operations, diagnose deviations in systems' performance and correct malfunctions.
 - iii. Improve or Design Systems: suggest modifications to existing systems and develop new or alternative systems to improve performance. Examples: draw and interpret an organizational chart; develop a monitoring process; choose a situation needing improvement, break it down, examine it, propose an improvement, and implement it.
- e. Technology: A worker must be able to work with a variety of technologies.
- i. Select Technology: choose procedures, tools or equipment including computers and related technologies.
 - ii. Apply Technologies to Task: understand overall intent and proper procedures for setup and operation of equipment.
 - iii. Maintain and Troubleshoot Equipment: Prevent, identify, or solve problems with equipment, including computers and other technologies. Examples: read equipment descriptions and technical specifications to select equipment to meet needs; set up and assemble appropriate equipment from instructions; read and follow directions for troubleshooting and repairing equipment.