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OCTH 6100-001

INTRODUCTION TO THE OT PROCESS

FALL 2024

INSTRUCTOR INFORMATION

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CLASS TIME, LOCATION, CREDIT HOURS

Date/Time: Mondays & Wednesdays from 10:00 am - 12:00 pm.****This course runs from August 19 - to Sept 30, 2024.*****Location:** HPEB 338A**Credit Hours:** 2

COURSE DESCRIPTION


This course is designed to give students background knowledge and skills related to the OT process as a preparation for subsequent coursework in adult, pediatric, and mental health practice areas. Students will understand the OT domain and threshold concepts, including occupations, client factors, performance skills, performance patterns, context, and environment. Students will

also begin to develop skills needed in the OT process such as interview skills, observation skills, clinical reasoning skills, and documentation skills. These skills will be honed in subsequent courses. There are no pre/co-requisites and the course is two credit hours.

PRE- OR CO-REQUISITES

Full major status in Occupational Therapy.

REQUIRED MATERIAL

- American Occupational Therapy Association (2020). Occupational therapy practice framework: Domain & process (4th ed.). *American Journal of Occupational Therapy*, 74(Supplement_2), 7412410010. <https://doi.org/10.5014/ajot.2020.74S2001> 
(<https://doi.org/10.5014/ajot.2020.74S2001>)

Sames, K. M. (2014). Documenting occupational therapy practice, (3rd Ed). Pearson Education.

Schell, B.A.B., & Gillen, G. (2019). *Willard and Spackman's occupational therapy* (13th ed.). Wolters Kluwer.

Other assigned readings available via Canvas

STUDENT LEARNING OUTCOMES

By the end of this course, you will be able to:

1. Compare and contrast types of professional reasoning to set the foundation for clinical reasoning. Understand the meaning and dynamics of occupation and activity, including the interaction of areas of occupation, performance skills, performance patterns, contexts and environments, and client factors.
2. Apply the concepts of the OTPF domain and process to analyze and document Occupational Therapy evaluation results.

3. Utilize evaluation results and OTPF concepts/terminology to determine barriers to occupational performance and establish priorities and outcomes for skilled Occupational Therapy intervention.

TEACHING AND LEARNING METHODS

Learning methods will include lecture, discussion, group learning activities, individual learning activities, reading assignments, and written assignments.

ASSIGNMENTS

All assignments are due on the date given and are to be submitted in the format (hard copy, electronic canvas submission) as specified in the assignment instructions. Assignments submitted by email will not be accepted. There will be a deduction of 10% off the total grade for each day that an assignment is late.

The professional behavior grade represents a student's consistent commitment to following the professional behaviors outlined in the student handbook. For guidelines regarding the evaluation of student professional behavior, please see student handbook. If circumstances arise causing a student to miss class, the student must notify the instructor by either phone or e-mail prior to the start of class. Failure to do so will result in points deducted for the professional behavior grade.

In Class Application Activities: These assignments are designed to give students a greater understanding and functional application of the concepts being taught each week.

Study guides: Students will complete study guides designed to enhance their understanding of the readings in preparation for application activities during class.

Occupational Profile lab sheet and reasoning assignment: Students will use the AOTA Occupational Profile template to analyze a video of an occupational profile. After watching an occupational profile video, students will develop the questions that would be asked in the occupational profile, using narrative and interactive reasoning. This assignment prepares students to understand the occupational profile as a part of the OT evaluation process.

SOAP Note: Students will write an evaluation SOAP note based on a case study. Students will then work with a peer to give feedback on the SOAP note using the SOAP note rubric and information from the readings. Students will then make adjustments and submit the final version of the note. The purpose of this assignment is to integrate the information from an occupational profile and analysis of occupational performance, analyze the results in terms of performance

patterns, performance skills, client factors, and contexts, to create a therapeutic plan for skilled OT services.

Intervention Plan: For this assignment, students will use the SOAP note and case study to apply OTPF concepts to designing goals and a skilled OT intervention plan.



GRADING CRITERIA

The following grading standards will be used in this class:

A	94-100%
A-	91-93.9%
B+	88-90.9%
B	85-87.9%
B-	81-84.9%
C+	78-70.9%
C	75-77.9% (A Grade of "C" must be earned to pass a class as per OT policy)
C-	72-74.9%
D	69-71.9%
E	00-68.9%

COURSE POLICIES AND RESPONSIBILITIES

Professional Behaviors

The professional behavior grade represents a student's consistent commitment to following the professional behaviors outlined in the student handbook. For guidelines regarding the evaluation of student professional behavior, please see the student handbook. If circumstances arise causing a student to miss class, the student must notify the instructor by either phone or e-mail prior to the start of class. Failure to do so will result in points deducted -- problem behaviors in class, missed assignments, non-participation, and/or non-communication can affect your final grade. Your cumulative score will be multiplied by 1.0 for appropriate professional behavior. *Lack of*

attendance, participation or inappropriate behavior will result in a lower cumulative score (i.e. multiplied by .98 or less).

Mandatory Reporter:

As a University representative, most faculty, staff, and teaching assistants (other than professional mental health counsellors) are required to report information learned about instances of sexual misconduct, discrimination, and/or immediate threats to safety to the University of Utah Office of Equal Opportunity and Affirmative Action and/or the Office of the Dean of Students.

If you do choose to disclose instances of sexual misconduct, discrimination, or violence to me, please be aware that I am a mandatory reporter and am required by University policies to notify the appropriate Office.

Online Course Additional Information

- **Electronic or equipment failure**: It is your responsibility to maintain your computer and related equipment in order to participate in the online nature of the course.
- **Document archiving**: You are responsible for making sure your assignments, including attachments, are received before the deadline. Students are also responsible for ensuring that the documents submitted are the correct document to be graded.
- **Naming conventions and software type**: You are responsible for submitting the assignment with the required naming convention, correct file extension, and using the software type and version required for the assignment. See assignment instructions for acceptable formats.
- **Classroom equivalency**: Discussion threads, e-mails, and chat rooms are all considered to be equivalent to classrooms, and student behavior within those environments shall conform to the University of Utah Student Code. Specifically:
 - Posting photos or comments that would be off-topic in a classroom are still off-topic in an online posting.
 - Off-color language and photos are never appropriate.
 - Using angry or abusive language is called "flaming", is not acceptable, and will be dealt with according to the Student Code.
 - Course e-mails, e-journals, and other online course communications are part of the classroom and as such, are University property and subject to GRAMA regulations and the Student Code. Privacy regarding these communications between correspondents must not be assumed and should be mutually agreed upon in advance, in writing.

UNIVERSITY POLICIES

Americans with Disabilities Act (ADA)

The University of Utah seeks to provide equal access to its programs, services, and activities for people with disabilities.

All written information in this course can be made available in an alternative format with prior notification to the **Center for Disability & Access** [↗ \(https://disability.utah.edu/\)](https://disability.utah.edu/) (CDA). CDA will work with you and the instructor to make arrangements for accommodations. Prior notice is appreciated. To read the full accommodations policy for the University of Utah, please see Section Q of the **Instruction & Evaluation regulations** (<http://regulations.utah.edu/academics/6-100.php>).

In compliance with ADA requirements, some students may need to record course content. Any recordings of course content are for personal use only, should not be shared, and should never be made publicly available. In addition, recordings must be destroyed at the conclusion of the course.

If you will need accommodations in this class, or for more information about what support they provide, contact:

Center for Disability & Access

801-581-5020

[disability.utah.edu \(https://disability.utah.edu/\)](https://disability.utah.edu/)

162 Union Building

200 S. Central Campus Dr.

Salt Lake City, UT 84112

Safety at the U

The University of Utah values the safety of all campus community members. You will receive important emergency alerts and safety messages regarding campus safety via text message. For more safety information and to view available training resources, including helpful videos, visit [safeu.utah.edu \(http://safeu.utah.edu/\)](http://safeu.utah.edu/).

To report suspicious activity or to request a courtesy escort, contact:

Campus Police & Department of Public Safety

801-585-COPS (801-585-2677)

[dps.utah.edu \(https://dps.utah.edu/\)](https://dps.utah.edu/)

1735 E. S. Campus Dr.
Salt Lake City, UT 84112

Addressing Sexual Misconduct

Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a civil rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran's status, or genetic information.

If you or someone you know has been harassed or assaulted, you are encouraged to report it to university officials:

Title IX Coordinator & Office of Equal Opportunity and Affirmative Action

801-581-8365

[oeo.utah.edu \(https://oeo.utah.edu/\)](https://oeo.utah.edu/)

135 Park Building
201 Presidents' Cir.
Salt Lake City, UT 84112

Office of the Dean of Students

801-581-7066

[deanofstudents.utah.edu \(https://deanofstudents.utah.edu/\)](https://deanofstudents.utah.edu/)

270 Union Building
200 S. Central Campus Dr.
Salt Lake City, UT 84112

To file a police report, contact:

Campus Police & Department of Public Safety

801-585-COPS (801-585-2677)

[dps.utah.edu \(https://dps.utah.edu/\)](https://dps.utah.edu/)

1735 E. S. Campus Dr.
Salt Lake City, UT 84112

If you do not feel comfortable reporting to authorities, the U's Victim-Survivor Advocates provide free, confidential, and trauma-informed support services to students, faculty, and staff who have experienced interpersonal violence.

To privately explore options and resources available to you with an advocate, contact:

Center for Student Wellness

801-581-7776

[wellness.utah.edu \(http://wellness.utah.edu/\)](http://wellness.utah.edu)

328 Student Services Building

201 S. 1460 E.

Salt Lake City, UT 84112

Academic Misconduct

It is expected that students comply with University of Utah policies regarding academic honesty, including but not limited to refraining from cheating, plagiarizing, misrepresenting one's work, and/or inappropriately collaborating. This includes the use of generative artificial intelligence (AI) tools without citation, documentation, or authorization. Students are expected to adhere to the prescribed professional and ethical standards of the profession/discipline for which they are preparing. Any student who engages in academic dishonesty or who violates the professional and ethical standards for their profession/discipline may be subject to academic sanctions as per the University of Utah's Student Code: **[Policy 6-410: Student Academic Performance, Academic Conduct, and Professional and Ethical Conduct](https://regulations.utah.edu/academics/6-410.php)** (<https://regulations.utah.edu/academics/6-410.php>).

Plagiarism and cheating are serious offenses and may be punished by failure on an individual assignment, and/or failure in the course. Academic misconduct, according to the University of Utah Student Code:

"...Includes, but is not limited to, cheating, misrepresenting one's work, inappropriately collaborating, plagiarism, and fabrication or falsification of information...It also includes facilitating academic misconduct by intentionally helping or attempting to help another to commit an act of academic misconduct."

For details on plagiarism and other important course conduct issues, see the U's **[Code of Student Rights and Responsibilities](http://regulations.utah.edu/academics/6-400.php)** (<http://regulations.utah.edu/academics/6-400.php>).

CANVAS INFORMATION




Canvas is the where course content, grades, and communication will reside for this course.

- Access Canvas through utah.instructure.com or through **CIS**  (<https://cis.utah.edu>)

- For Canvas, Passwords, or any other computer-related technical support contact the **Campus Help Desk** [↗ \(https://it.utah.edu/help/\)](https://it.utah.edu/help/).
 - 801 581-4000
 - <http://it.utah.edu/help> [↗ \(https://it.utah.edu/help/\)](https://it.utah.edu/help/)
 - helpdesk@utah.edu (<mailto:helpdesk@utah.edu>)
- For Canvas related issues or bugs, contact the Teaching & Learning Technologies help desk
 - 801-581-6112 ext 2
 - classhelp@utah.edu (<mailto:classhelp@utah.edu>)

Course Summary:

Date	Details	Due
Mon Aug 19, 2024	↗ SG Professional Reasoning (https://utah.instructure.com/courses/978068/assignments/14586716)	due by 10am
Sun Aug 25, 2024	↗ Evaluation SOAP note (https://utah.instructure.com/courses/978068/assignments/14641472)	due by 11:59pm
Mon Aug 26, 2024	↗ SG OTPF definitions (https://utah.instructure.com/courses/978068/assignments/14586800)	due by 10am
	↗ Occupational Profile Professional Reasoning (https://utah.instructure.com/courses/978068/assignments/14640770)	due by 12pm
Mon Sep 9, 2024	↗ SG OTPF reference tables (https://utah.instructure.com/courses/978068/assignments/14586818)	due by 10am
	↗ Observation of Occupational Performance case and video (https://utah.instructure.com/courses/978068/assignments/14640868)	due by 12pm
Mon Sep 16, 2024	↗ SG documentation SO (https://utah.instructure.com/courses/978068/assignments/14586861)	due by 10am
Mon Sep 23, 2024	↗ SG documentation AP (https://utah.instructure.com/courses/978068/assignments/14586925)	due by 10am

Date	Details	Due
Mon Sep 30, 2024	 <u>SG documentation goals</u> <u>(https://utah.instructure.com/courses/978068/assignments/14586928)</u>	due by 10am
	 <u>In Class SOAP lab activity</u> <u>(https://utah.instructure.com/courses/978068/assignments/14641044)</u>	due by 12pm
Sun Oct 6, 2024	 <u>OT intervention plan assignment</u> <u>(https://utah.instructure.com/courses/978068/assignments/14641589)</u>	due by 11:59pm