

**Pacific University College of Health Professions**  
**School of Occupational Therapy**  
**OT 439 OTA Re-entry to Occupational Therapy Practice**  
**(Re-entry Program)**  
**(Online Study)**  
**Course Syllabus**

**Course Number and Title: OT 439: OTA Re-entry to Occupational Therapy Practice**

**Faculty:** Sue Byers-Connon MS COTA/L ROH

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Office hours: Available on- line (will be posted)

**Semester and year:** Fall 2008

**Level:** OTA Re-entry

**Credits:** 2 credits; graded Pass No Pass, (repeatable one time for credit)

**Course description:**

Didactic and fieldwork experiences to support the occupational therapy assistant who has been out of practice for three or more years, to re-enter practice and regain an Oregon license to practice. Course provides information on, and application of, current OT theory, practice, terminology, and evidence-based practice, and includes an 80 hour supervised fieldwork experience. (2 credits, graded Pass/No Pass, repeatable one time for credit)

**Supplemental Course Description:** This course is an internet-based, on-line re entry program of study designed to address the specific topics/areas in occupational therapy to prepare the occupational therapy assistant to re-enter practice. The curriculum is designed so that students learn the theoretical knowledge of the occupational therapy profession and apply the knowledge and skills in a fieldwork component. Students will also learn models of practice that guide practice and the role of the occupational therapist and occupational therapy assistant in providing treatment. An eighty-hour fieldwork component will begin at mid-term. **Students must complete a web-based program for basic health care providers related to infection control, safety and confidentiality prior to beginning fieldwork.**

This course will provide the student with minimal preparation and foundational elements, minimal knowledge and skill building in the coursework, but the clinical fieldwork component are designed to integrate clinical knowledge and skill building. Students are responsible for taking the foundation in this course and build a life long practice of learning and professional development to assure competency for practice.

**Rationale for the course:**

The “Re-entry to Occupational Therapy Practice” course is designed for the study of specific topic/areas in occupational therapy practice to prepare the occupational therapy practitioner to re-enter practice. The curriculum is designed so that as students learn the theoretical knowledge of the occupational therapy profession, there is also the opportunity to apply their new knowledge in practice. Therefore the Re-entry to Occupational Therapy Practice course has a didactic component and a fieldwork component. Students explore the role of theory as it guides practice and is a foundation for critical thinking and clinical reasoning. Students learn and apply occupational therapy models of practice and use theoretical frames of reference to guide their reasoning in the OT process of evaluation and intervention. Current issues affecting the practice of occupational therapy, such as regulatory agencies and reimbursement, are examined and

incorporated into the clinical reasoning process. Students are introduced to application of the Occupational Therapy Practice Framework (2002) to facilitate use of the OT Process in practice. Students examine the concept of evidence-based practice and the value of providing occupational therapy services that are based on current evidence. A culminating 80-hour internship (ideally implemented as 1 day per week for ten weeks) provides the student the opportunity to apply and demonstrate the knowledge, skills, and clinical reasoning involved in the occupational therapy evaluation and intervention process.

**Course objectives/learning outcomes (and key ACOTE Standards addressed):**

<b>Course Objective</b>	<b>ACOTE Standard</b>	<b>Means of Assessment or Assignment</b>
1. Understand the importance of the history and philosophical base of the profession of occupational therapy	(B.2.1)	Readings and Journal article reviews. Slagle lectures assignment.
2. Demonstrate a knowledge and understanding of the AOTA Code of Ethics, Core Values and Attitudes of Occupational Therapy, and AOTA Standards of Practice.	(B 8.1)	Review AOTA documents and complete writing assignment. Case study and free writing activity
3. Understand the importance of participation in state and local organizations.	(B 8.2)	Reading on leadership, AOTA web site review NBCOT web site review ,OTAO website review
4. Understand the responsibility of professional development to ensure a level of practice consistent with current and accepted standards.	( B 8.4)	Professional Development Tool
5. Be able to use and locate professional literature to make informed practice decisions, within and outside of occupational therapy	(B 7.2 B 7.3)	Critically Appraised Paper (CAP)
6. Identify your individual learning style	(B 4.8)	On line learning style inventory and reflection
7. Explain how to apply the teaching and learning process and make learning meaningful to individuals including clients, family significant others, colleagues and other health care providers.	(B 4.5)	Case study
8. Be aware of theories, models of practice, and frames of reference that underlie the practice of occupational therapy.	(B 2.11)	Case study, assignment related to different approaches related to best practice. OTPF language
9. Understand the importance of professional relationships between the occupational therapist and occupational therapy assistant.	(B 8.8)	OT Roles and Guidelines for Supervision AOTA documents
10. Understand the meaning and dynamics of occupation and purposeful activity.	(B 2.3)	Reading and written assignment
11. Understand the effects of health, disability, disease process and traumatic injury to the	(B 2.7)	Case studies

individual within the context of family and society		
12. Identify clinical symptoms, various treatment techniques, assessments, of various diagnoses	(B. 4.2)	Reading and written assignment
13. Identify the roles of the occupational therapist and occupational therapy assistant in the evaluation, intervention and discharge processes while working with clients.	(B 4.13)	Reading and written assignments
14. Understand and appreciate the role of occupation in the promotion of health and the prevention of disease.	(B.2.6)	Develop a wellness program

**Teaching/learning methods:** E mail based on-line course using the Pacific University internet server and *Microsoft Outlook* . On-line Email discussions on targeted topics, text-based lectures, tests, written assignments, library research, fieldwork, and individual discussions (by Email or phone) as needed.

**Shadowing in Practice Settings:**

Re-entry course students are encouraged to arrange “shadowing” opportunities with practicing occupational therapists in their chosen practice area in order to optimize their familiarity the knowledge and skills needed to re-enter practice. These shadowing observations of practitioners should begin as soon as the re-entering therapist-student decides to take the course. These observations will optimize the didactic course work and help in preparation for the fieldwork component.

**Course Requirements/Expectations: Independent study on-line course.** Students can access the instructor through the e-mail address provided and assignments will be sent between instructor and student via e-mail with Word document attachments. Students may work at his or her own pace , but are expected to complete assignments by the time-line provided by the instructor. Students are expected to possess adequate competency computer skills to perform basic word-processing (using Microsoft Word) and using Email procedures to send and receive mail, attach and download documents, perform basic Internet web searches, using the assigned Email address through Pacific University’s department of UIS (University Information Services). Students will be provided with referencing and data base-searching support from the Pacific Library staff available in person at the Health Professions Campus, or via Email or phone (*library* <http://www.pacificu.edu/library/> Contact Isaac Gilman [gilmani@pacificu.edu](mailto:gilmani@pacificu.edu) , 503 352-7212).

**Evaluation methods:** Pass/ no pass. Students must complete all assignments at 80% accuracy.

**Learning Resources:**

**Required texts/readings:**

**Physical Disabilities:** Early, M. B. (2007). *Physical dysfunction practice skills for the occupational therapy assistant* (2nd ed.). Philadelphia: Lippincott Williams & Wilkins.

**Mental Health:** Early, M. B. (2000). *Mental health concepts and techniques for the occupational therapy assistant* (3rd ed.). Philadelphia: Lippincott Williams & Wilkins.

**Pediatrics:** Case-Smith, J. (2005). *Occupational therapy for children* (5th ed.). St. Louis: Elsevier Mosby.

**Elderly:** Byers-Connon, Lohman, Padilla (2004) Occupational Therapy with Elders Strategies for the COTA 2nd Edition Byers-Connon, Lohman , Padilla Elsevier Mosby St. Louis, Mo.

**Recommended texts/readings:** American Occupational Therapy Association (AOTA) (2002) Occupational Therapy Practice Framework: Domain and process. *American Journal of Occupational Therapy*, 56,609-639 (The OTPF can be purchased as a separate text from AOTA [www.aota.org](http://www.aota.org) click shop on line)

**Other resources:** Pacific University library <http://www.pacificu.edu/library/>  
Contact Isaac Gilman [gilmani@pacificu.edu](mailto:gilmani@pacificu.edu) (503 352-7212) for resource support and help with accessing the online data bases and reference/data base assistance, and how to use E-reserve.

### Topics and Grading Criteria

<b>Unit 1</b>		
<b>Topic</b>	<b>Learning Activity</b>	<b>Points</b>
Professional Development Tool	Complete Tool	5
History of the Profession and philosophy of the profession	Read chapter, Slagle lectures and quiz	35
Teaching and Learning	Learning Style, wellness plan and quiz	30
Review Code of Ethics	Reading, Free write & assignment	20
AOTA	Website review & written assignment	10
NBCOT	Website review & written assignment	10
OTAO	Website review & written assignment	10
<b>Unit 2</b>		
OTPF assignment	Written Assignment	30
Models of Practice	Case Study and Quiz	20
Professional Relationships	Review AOTA documents & written assignments	10
<b>Unit 3</b>		
Occupation & purposeful activity	Written assignment and quiz	10
Treatment Techniques	Case Study	20
Role of OT & OTA in OT process	Written Assignment	20
Common Diagnosis	Readings and written assignments and quiz	70

**Total Points 300**

90% 270-300  
80% 299-240  
70% 239-210

**Disability and Accommodation:**

Occupational therapists are advocates for the participation of people with disabilities in their chosen activities and participating to their full abilities in society. In that spirit, we support the provision of reasonable accommodations that allow students to participate in the School of OT program, assuming that the student is able to meet the essential functions of a student in course- and fieldwork. Any student who feels that he or she may need an accommodation based on the impact of a disability should contact the Learning Support Services office to discuss specific needs. Please contact Edna K. Gehring, Director of Learning Support Services for Students with Disabilities at x2107, via Email at [gehringe@pacificu.edu](mailto:gehringe@pacificu.edu), or stop by the LSS office (McCormick 219 or 203). The LSS is responsible for coordinating reasonable accommodations for students with documented disabilities.

**Academic Integrity:**

You are to review the “Academic Conduct Policies” on pages 96-99 of the *Pacific Graduate Professions Catalog 2006-08*. The catalog describes the consequences for violations of this policy, as well as your rights if charged with such a violation. It is especially important to be aware of the definition of, and risks associated with, plagiarism. Electronic technology has made it easier than ever to commit plagiarism, even unwittingly, so be informed of these risks and the steps you can take to guard against it, so that you can submit work that you can be confident is your own, while fully crediting the work of others. Getting in the habit of attributing credit for intellectual content (words and ideas), through proper referencing styles, will also build good habits of scholarship that will serve you well in education and in practice.

**CLASS SCHEDULE:** This on line course will proceed as directed by the instructor and assignments will be sent after prior assignments are successfully completed. See Table titled Topics and Grading Criteria for the learning activities and points. Some assignment may be done in order different than listed as decided by the instructor and students collaboratively.