Syllabus

OTA 101 – Fundamentals of Occupational Therapy

OTA 101 – D01
Fall 2016

Class Times:  T & Th:  9:00 a.m. – 10:30 a.m.
Classroom:  AHB 203

Instructor:  Ms. Kinesics Purnell, B.S., COTA/L
Fieldwork Coordinator and Instructor
The Occupational Therapy Assistant Program

Office:  AHB 307 D  Office Hours:  Tues & Thurs: 11:00 a.m. - 1:00 p.m.
Phone:  410-572-8771  Wednesday: 9:00 a.m. - 10:00 a.m.
Email:  kpurnell@worwic.edu  Other times by appointment

Texts


Course Description

This course will review the history, theory, and philosophy of the profession of occupational therapy. The basic features of the theories that underlie occupational therapy will be reviewed. Models of practice and frames of reference for occupational therapy will be presented. Changes in healthcare and the affect the healthcare environment is having on rehabilitation and occupational therapy will be covered. Fundamentals of diversity and sociocultural differences will be integrated and discussed in relation to human occupation, participation, and health across the lifespan. Hours: 39 lecture. Prerequisite: Permission of the department head. Corequisites: OTA 120 and OTA 140. Course Fee: $60. Usually offered in the fall.
## Course Objectives

Upon completion of the course the student will:

<table>
<thead>
<tr>
<th>Course Objectives</th>
<th>Assessment Goals</th>
<th>Assessment Strategies</th>
</tr>
</thead>
</table>
| 1. Describe and demonstrate understanding of the history and development of Occupational Therapy as well as explaining what the term “Occupation” means and how it gives meaning and purpose to an individual’s life. (GEO 1, 2, 3, 5, 6, 7, 8, 9) (B.1.4., B.2.4., B.6.2., B.2.5., B.2.9., B.2.1., B.3.4.) | 1. Discuss the history and principles of Moral Treatment.  
2. Describe 20th Century Progressivism with the origin of the term Occupational Therapy.  
3. Discuss and identify the founding and the principles of the American Occupational Therapy Association.  
4. Identify “Occupation” in terms of Occupational Therapy.  
5. Explain disruptions in occupation including:  
   - Environmental Considerations  
   - Sociocultural Considerations  
   - Change and its impact. | 1. Examinations  
2. Tests  
3. Group Discussion  
4. Case Reviews  
5. Assignments |
| 2. Demonstrate knowledge and describe the history, development, roles and responsibilities of the Occupational Therapy Assistant. (GEO 1, 2, 3, 5, 7) (B.9.7., B.4.5., B.5.27., B.9.8., B.7.3.) | 1. Describe AOTA’s role in the development of the Occupational Therapy Assistant.  
2. Discuss Occupational Therapy Assistant education and practice settings.  
3. Discuss and identify the details of the Occupational Therapy Assistant development milestones.  
4. Demonstrate therapeutic use of self as part of the therapeutic process.  
5. Verbalize knowledge of national requirements for credentialing and requirements for licensure, certification, or registration under state laws.  
6. Discuss the requirements and strategies for professional development for the OTA.  
7. Identify and appreciate the varied roles of the occupational therapy assistant as a practitioner, educator, and research assistant.  
8. Identify personal and professional abilities and competencies as they relate to job responsibilities. | 1. Examinations  
2. Tests  
3. Group Discussion  
4. Case Reviews  
5. Assignments |
| 3. Describe the importance of the core values and philosophy on which the practice of Occupational Therapy is based. (GEO 1, 2, 3, 5, 7, 8) (B.2.1.) | 1. Define and describe the importance of philosophy.  
2. Define and discuss metaphysics, epistemology, and axiology.  
3. Describe and discuss the evolution of Occupational Therapy.  
4. Describe the philosophy of Adolph Meyers and his founding beliefs of Occupational Therapy.  
5. Describe and discuss the current philosophy of Occupational Therapy. | 1. Examinations  
2. Tests  
3. Group Discussion  
4. Case Reviews  
5. Assignments |
| 4. Describe Human Development and the relationship to Occupational Therapy including the Nature vs. Nurture debate. (GEO 1, 2, 3, 5, 7, 8) (B.1.3.) | 1. Identify and discuss the developmental theorists and their theories.  
2. Compare and contrast Developmental Stage Theories.  
4. Identify and describe the stages of human development. | 1. Examinations  
2. Tests  
3. Group Discussion  
4. Case Reviews  
5. Assignments |
| 5. Describe and summarize the Occupational Therapy Practice Framework including Domains and Process. (GEO 1, 2, 3, 5, 6, 7, 8, 9) (B.7.4., B.1.6.) | 1. Define the World Health Organizations (WHO) organized view of well-being.  
2. Describe the domain of Occupational Therapy including performance areas and performance skills.  
3. List the Activities of Occupation relative to the Practice Framework.  
4. List and describe the Occupational Therapy Process. | 1. Examinations  
2. Tests  
3. Group Discussion  
4. Case Reviews  
5. Assignments |
|   | Discuss details of the AOTA published 3rd Edition of the Occupational Therapy Practice Framework: Domain and Process (GEO 1, 2, 3, 5, 6, 7, 8) (B.2.2., B.2.6., B.7.1.) | 1. Review of Domain including:  
a. Occupations  
b. Client Factors  
c. Performance skills  
d. Performance Patterns  
e. Context and Environment  
2. Review of Process including:  
a. OT Process  
b. Evaluation Process  
c. Intervention Process  
d. Targeting of Outcomes | 1. Examinations  
2. Tests  
3. Group Discussion  
4. Case Reviews  
5. Assignments |
|---|---|---|---|
|   | Define and describe the process of Activity Analysis relative to Occupational Therapy. (GEO 1, 2, 3, 5, 6, 7, 8, 9) (B. 2.7., B. 23.) | 1. Describe the process and purpose of activity analysis.  
2. Recall the historical perspective of activity analysis in Occupational Therapy.  
3. List and discuss 4 questions and OT practitioner would ask to understand the basic components of activity.  
4. List and describe the related considerations for activity analysis.  
5. Outline and explain the structure of an activity analysis. | 1. Examinations  
2. Tests  
3. Group Discussion  
4. Case Reviews  
5. Assignments |
|   | Describe how Theory, Frame of Reference, and Model guide practice for Occupational Therapy. (GEO 1, 2, 3, 5, 6, 7, 8) (B. 3.1., B.3.2., B.2.11., B.3.4.) | 1. Define and explain theory.  
2. Explain the term “Frame of Reference”.  
3. Name and explain 5 Physical Frames of Reference.  
4. Name and explain 4 Frames of Reference for Psychosocial Function.  
5. Name and explain 3 Pediatric focused Frames of Reference.  
6. Name and explain 2 Cognitive/Perceptual Frames of Reference.  
7. Explain the term “Model” in Occupational Therapy.  
8. Give one example of a Client Centered Model.  
9. Name the theorist responsible for the Model of Human Occupation (MOHO).  
10. Describe Occupational Adaptation and Occupational Science. | 1. Examinations  
2. Tests  
3. Group Discussion  
4. Case Reviews  
5. Assignments |
|   | Describe the Therapeutic Intervention Process for Occupational Therapy. (GEO 1, 2, 3, 5, 6, 7) (B.7.1., B.5.25., B.5.26., B.6.1., B.4.5., B.5.21., B.4.9., B.2.3., B. 4.9., B.5.1., B. 9.12.) | 1. Identify the procedural categories of the OT Process.  
2. Explain referral relative to OT.  
3. Explain Assessment in the profession of OT.  
4. Explain Treatment Planning in OT.  
5. Explain Treatment Implementation in OT.  
6. Explain OT Program Discontinuation.  
7. Explain Service Management relative to OT. | 1. Examinations  
2. Tests  
3. Group Discussion  
4. Case Reviews  
5. Assignments |
|   | Identify the importance of scholarly articles in the field of occupational therapy. (GEO 1,2,3 5, 6, 7) (B.8.1, B.8.2., B.8.3, B.8.7., B.8.8.) | 1. Effectively locate and understand information, including the quality of the source of information.  
2. Articulate the importance of how scholarly activities and literature contribute to the development of the profession.  
3. Identify how scholarly activities can be used to evaluate professional practice, service delivery, and/or professional issues.  
4. Demonstrate the skills to read and understand a scholarly report. | 1. Examinations  
2. Tests  
3. Group Discussion  
4. Case Reviews  
5. Assignments |
|   | Define and describe Teaching and Learning principles, theories and concepts. | 1. Discuss theories in Adult Learning.  
2. Identify Chafee’s 8 steps as the key steps to successful adult thinking.  
3. Explain Mosey’s Teaching-Learning process. | 1. Examinations  
2. Tests  
3. Group Discussion  
4. Case Reviews  
5. Assignments |
(GEO 1, 2, 3, 5, 6, 7, 8, 9)  
(B.5.19.)

4. Explain the 6 Levels of Allen’s Cognitive Level Test.  
5. Discuss case applications of the Learning Theories.  

General Education Objectives (GEO) may be found in the college’s catalog and website.  
Course Objective (CO) see syllabus.  
ACOTE standards listed under GEO’s of CO in syllabus.

Course Requirements and Expectations  
(GEO 1, 2, 3, 5, 8, 9)  (CO 1-11)

For successful completion of the course, students are expected to:

- Complete the course with a **minimum grade of 75%**.
- Attend class at the stated times for class, from **start to end** time.
- Actively participate in discussions during class.
- Actively participate in and complete all lab activities, assignments, and practices as directed. Written activities and assignments must be legible.
- Complete an electronic research/writing assignment in **APA format**.
- Complete homework assignments as directed, must be either typed or handwritten neatly and legibly.
- Abide by the attendance policies of the program and the course.
- Abide by the make-up examination policy of the course.
- Maintain professional behavior and communication at ALL times.

Academic Honesty Policy  
(GEO 8, 9)

Academic integrity is expected of all students. Cheating and plagiarism are violations of academic integrity. **All papers and presentations must be the student’s own work.** Any student who has violated the academic honesty policy by exhibiting any of the following types of behavior during or in the preparation/performance of any quiz, project, assignment, report, test, or exam will receive a zero “0” for the given project, assignment, report, quiz, test, or exam, and the student conduct violation will be referred to the Student-Faculty Disciplinary Committee. Cheating will not be tolerated in the Occupational Therapy Assistant Program. Students found cheating will be dismissed from the Occupational Therapy Assistant Program. Documented evidence of the offense will be kept in the General Education Department office and/or the Occupational Therapy Assistant Program office.

1. Cheating is defined as the act of obtaining information or data improperly or by dishonest or deceitful means. This includes the intentional use of unauthorized materials, information, or study aids in any academic exercise. This also includes helping or attempting to help another student to cheat or submit the same paper for two different classes without the explicit authorization / approval of both instructors. Each instructor will be available for consultation regarding any confusion a student may have before submitting an assignment.

2. Plagiarism is defined as the copying or imitating the language, ideas, or thoughts of another author and presenting them as one’s original work or the copying of another’s words in any medium without giving credit in a footnote in the proper format (APA documentation format). In both oral and written communication, the following guidelines for avoiding plagiarism must be followed:
• Any words quoted directly from a source must be in quotation marks and cited.
• Any paraphrasing or rephrasing of the words and/or ideas of a source must be cited.
• Any ideas or examples derived from a source that are not in the public domain or of general knowledge must be cited.

Sharing information present on a quiz or test or exam is an example of academic dishonesty and will result in a grade of “F” for the course and immediate dismissal from the Occupational Therapy Assistant Program.

Emergency Information

In the event of a flu epidemic or other emergency that results in the suspension of classes, faculty will be communicating with students about their courses and course requirements, such as assignments, quiz and exam dates, and class and grading policies, via faculty websites or Blackboard. Students will be responsible for completing all of these assignments in accordance with class policies. Information about the resumption of classes will be communicated via the College’s website and email system. Class information will also be provided via “Remind”, contact provided in class.

Attendance

Students are expected to attend all class sessions. Students will not be allowed to make up activities or group work missed due to an unexcused absence. Students are expected to arrive on time for class and stay until the end of class. It is the student’s responsibility to acquire the information reviewed and ask questions to the course instructor. The student is encouraged to ask questions to the course instructor regarding content missed. Students absent from class will not be permitted to make-up missed tests, examinations or graded assignments administered during the scheduled class session unless the instructor is given prior notification of the absence. If a student is unable to attend a class, it is expected that the instructor is given prior notice of the absence. Prior notice of an absence should be given by a direct phone call to the instructor AND send an email message.

Students are expected to act and perform in a respectful and professional manner at all times, including while in class, lab, and clinic internships. Students should contact the instructor by phone if absent, an email or text message will not be accepted. Repeated episodes of in-class disruption will be considered a valid reason for dismissal from the class session. Pager and cell phones must be placed in silent mode during the class sessions. Talking on cell phones or sending texts messages during class is prohibited.
Blackboard and Class Communication
(GEO 1, 2, 7, 8, 9)   (CO 1 – 11)

Blackboard is being used as a supplementary site in all OTA courses. To access course content in Blackboard you need to have access to a computer with an Internet connection, (other requirements may apply). Computers that meet these requirements are available on campus in AHB 108, MTC 200, AAB 217, HH 100, GH 204 and WDC 305.

Please follow these directions to access course syllabi and any other materials posted for this course:

**Login Information:**
1. From the Wor-Wic home page, point to “Quick Links” (top-right) and click the “Blackboard Login” link.
2. Enter your Wor-Wic user ID and password (same as your Wor-Wic email user ID and password). Don’t know your user ID or password? Contact Student Services.

**Blackboard Components:**
1. Posted course syllabus.
2. Instructor Announcements for the class will be listed under Announcements.
3. Messages from the course instructor will be located under the messages section of Blackboard.
4. When completed the following may be posted: presentations, study guides, assignment information, and grades.

**Blackboard Integrity**
(GEO 1, 2, 7, 8, 9)   (CO 1, 2, 9)

All students logging into Blackboard affirm that they understand and agree to follow Wor-Wic Community College policies regarding academic integrity and the use of college resources as described in the college catalog.

Wor-Wic Community College considers the following as violations of the computer usage policy:
- Using the campus computing network and facilities to violate the privacy of other individuals.
- Sharing of account passwords with friends, family members, or any unauthorized individuals.

Violators are subject to college disciplinary procedures.

**Services for Students with Disabilities**

Wor-Wic provides reasonable accommodations for students with disabilities, in compliance with the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973. If you are in need of accommodations, please contact the counseling office at (410)334-2889. For more information, see Wor-Wic’s Services for Students with Disabilities web page.
OTA Tutoring

Tutoring sessions will be scheduled individually or in group sessions upon request by students or as determined necessary by the instructor. Please contact the instructor for an appointment with any questions related to the course or course content.

Writing Assignment and Presentation

For this course, each student shall prepare a written report and presentation on a diagnosis related to Activity Analysis and the Therapeutic Intervention Process with Frames of Reference related to Occupational Therapy.

1. Select a diagnosis and **HAVE IT APPROVED BY 10/11/16**, make sure you have enough information to begin the writing assignment.
2. Then select a Frame of Reference.
3. Students will select interventions for the diagnosis.
4. The paper will include **two** treatment interventions/activities (self-care, exercise, leisure). Chapters 6 Activity Analysis and Chapter 7 Frame of Reference from Ryan’s Occupational Therapy Assistant book can be utilized as a reference.
5. Complete a task analysis for one treatment intervention.

Presentations for the writing assignment will be a minimum of 5 minutes long. A separate grade will be given for the presentation itself, refer to presentation rubric. **REMEMBER PROFESSIONAL ATTIRE ON DAY OF PRESENTATION.**

There will be a sheet with writing assignment topics located in the classroom. Topics will be on a first come first served bases. Two students will not be permitted to research the same topic/diagnosis.

Specific writing assignment grading criteria will be provided.

**Due Date for Writing Assignment is as follows:**

**Due Date:** Tuesday, November 8, 2016; 9 a.m. EST; by electronic submission.

**NO** late writing assignments will be accepted.

Failure to submit the writing assignment by **Tuesday, November 8, 2016; 9:00 a.m. EST** - will earn a grade of “0” (zero) for the paper.

The report you prepare must:

1. Have a cover page listing the course number, your name, and the due date.
2. Be a minimum of 3 full pages and no more than 5 full pages in length – this does not include the cover page and reference page.
3. Have one inch margins, be double spaced, and typed using a 12 point font. Arial or Times New Roman fonts should be used.
4. The paper MUST be properly written and referenced following APA format. A copy of Citing Sources: APA Style is available in the resource centers. For further information and/or assistance on APA format, please visit any of the writing resource centers on campus, including AHB 108. References, in-text citations, and the paper must be in APA format. An abstract page IS NOT required. For additional APA format information, visit www.apastyle.org.

5. The paper must have at least three (3) references. References must come from the recent occupational therapy textbooks, peer-reviewed journals, and up-to-date occupational therapy publications. Wikipedia may not be used as a cited reference source. References MUST be in APA format.

6. Electronic submission is required. Your assignment must be in the file format of a Microsoft Word or Adobe PDF document.

7. The instructor will review and make suggestions for the paper, prior to the due date, for any student who is interested, with the following rules:
   a. The writing/research paper submitted for review MUST be in final draft format, including references and in-text citations, and be submitted for review at least one (1) week before the final due date.
   b. APA formatting must be followed for ALL components of the paper.
   c. The final draft of the paper must be complete as per the expectations identified in the syllabus and the grading rubric.
   d. A review of the paper, prior to final submission, will be conducted one (1) time only with suggestions for improvement provided at that time.

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**Examination / Test Policy**

(GEO 1, 2, 3, 4, 5, 6, 7, 8, 9) (CO 1 – 11)

It is expected that students complete all examinations and tests. This course has a comprehensive Midterm and Final Examination. Tests will be scheduled in class. Examinations and tests are based on the objectives for the course. Material for the exams and tests is derived from the course texts, assignments, and class discussions. Please keep in mind that material assigned from the texts may not be covered during lecture. The student is responsible for reading the text and knowing the assigned material regardless if it is discussed during the lectures. Exams and tests may be in the form of multiple choice, true/false, short answer, case studies or scenarios, essay questions, and demonstration of skills.

A comprehensive Midterm and Final Examinations (exam/s) will be given. These exams will evaluate ALL material covered in the course. The comprehensive Midterm and Final examinations will be administered as written exams and will be timed. No additional time will be awarded if a student arrives late to complete the exam. Unscheduled quizzes may be given throughout the course, as determined by the instructor. If an unscheduled or “pop” quiz is missed due to absence or tardiness, a grade of zero “0” will be given for the quiz.

Students are expected to be present on examination and test days. It is understood that emergencies, illness, or other situations may arise that cause a student to miss an exam/test. At the discretion of the instructor, a student may be permitted to take a make-up exam/test. The instructor may require the student to submit documentation verifying the circumstances that caused the student to miss an exam or test. If the instructor authorizes a make-up exam/test, the student will be provided with a time frame during which the make-up exam/test must be taken. If the student fails to take the make-up
exam/test by the established deadline, he or she will receive the grade of zero for the exam/test and will not be granted the opportunity to retest. **No exceptions.** Make-up exams/tests will follow the same examination/test policy as previously stated. Notification, by phone, of an absence must be received by the instructor prior to the date of the exam/test being missed.

Students are expected to attend classes at the listed time of class, arriving prior to the start of class. If a student is unable to attend a class, it is expected that the instructor receive notification of the student’s absence prior to the start of the class. **The student is responsible for obtaining all information** covered during a missed class.

Unless authorized by the instructor, students are not permitted to use electronic devices during testing (i.e. calculators, PDA’s, cell phones, pagers, etc.). If the student is observed using an unauthorized device during testing, he or she will have their test or exam collected and the student will be dismissed from the examination site. The student will receive a score of zero “0” for the exam or test. **No exceptions.**

Examinations and tests administered during the course may not be taken from the classroom. There may be NO pictures or recordings taken of the tests or exams. After examinations and tests are graded, students will be given an opportunity to briefly review their examination or test. Test and examination review MUST be supervised and after review, the student must return all testing instruments to the instructor. You may view your exam/test file by arrangement with the instructor. When reviewing your exam/test file, no electronic or recording devices, cell phones, paper, or writing utensils are permitted. No note taking is permitted when reviewing tests and exams. Review time will be limited to sixty (60) minutes for the test file.

**Assignments**  
(*GEO 1, 2, 3, 4, 5, 6, 7, 8, 9)  (*CO 1 – 11)*

Assignment dates and topics are to be established during the course. Assignments will be expected to be submitted on the given due date. Late assignments will not be accepted and will be given a grade of “0” zero. Assignments must be formatted as directed, either typed or hand written neatly and legibly.

**Course Evaluation**

<table>
<thead>
<tr>
<th>Assignments /Lab Activities</th>
<th>15% of grade</th>
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<tbody>
<tr>
<td>Writing/Research Assignment</td>
<td>20% of grade</td>
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<tr>
<td>Tests</td>
<td>15% of grade</td>
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<tr>
<td>Midterm Examination</td>
<td>25% of grade</td>
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<tr>
<td>Comprehensive Final Examination</td>
<td>25% of grade</td>
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**Grading Scale**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
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<tbody>
<tr>
<td>A</td>
<td>93-100</td>
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<tr>
<td>B</td>
<td>84-92</td>
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<tr>
<td>C</td>
<td>75-83</td>
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<tr>
<td>D</td>
<td>66-74</td>
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<tr>
<td>F</td>
<td>0-65</td>
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***A FINAL GRADE BELOW A 75% RESULTS IN COURSE FAILURE AND DISMISSAL FROM THE OCCUPATIONAL THERAPY ASSISTANT PROGRAM.

GRADES ARE ROUNDED BY STANDARD MATH ROUNDING. ANY GRADES .5 AND HIGHER WILL BE ROUNDED UP, AND GRADES BELOW .5 WILL BE ROUNDED DOWN.

The Occupational Therapy Assistant Program at Wor-Wic Community College is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 4720 Montgomery Lane, Suite 200, Bethesda, MD 20814-3449. ACOTE’s telephone number c/o AOTA is 301-652-AOTA and its Web address is www.acoteonline.org. Graduates of the program will be eligible to sit for the national certification examination for the occupational therapy assistant administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be a Certified Occupational Therapy Assistant (COTA). In addition, most states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Exam. Note that a felony conviction may affect a graduate’s ability to sit for the NBCOT certification examination or attain state licensure.

Note that a felony conviction may affect a graduate’s ability to sit for the NBCOT certification examination or attain state licensure.
# OTA 101 - Fundamentals of Occupational Therapy

## Tentative Schedule:
The Instructor reserves the right to modify the schedule.

<table>
<thead>
<tr>
<th>Week</th>
<th>In Class Topics</th>
<th>Text Reference</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Looking Back, Living forward&lt;br&gt;The Occupational Therapy Assistant Heritage</td>
<td>Sladyk &amp; Ryan, 4th Ed. Chapter 1 &amp; 2</td>
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<td>9/8/16</td>
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<tr>
<td>9/13/16</td>
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<tr>
<td>Week 2</td>
<td>Occupational Therapy Assistant Supervision&lt;br&gt;Professional Development</td>
<td>Sladyk &amp; Ryan, 4th Ed. Chapter 43 &amp; 47</td>
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<td>9/15/16</td>
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<td>9/20/16</td>
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<tr>
<td>Week 3</td>
<td>Philosophy and Core Values&lt;br&gt;Human Development</td>
<td>Sladyk &amp; Ryan, 4th Ed. Chapter 3 &amp; 4</td>
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<td>9/22/16</td>
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<tr>
<td>Week 4</td>
<td>Test 1&lt;br&gt;Occupational Therapy Practice Framework</td>
<td>Sladyk &amp; Ryan, 4th Ed. Chapter 5</td>
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<td>9/29/16</td>
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<td>10/4/16</td>
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<tr>
<td>Week 5</td>
<td>AOTA Details of the OT Practice Framework</td>
<td>AOTA, 3rd Edition</td>
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<td>10/6/16</td>
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<td>10/11/16</td>
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<td>Week 6</td>
<td>Activity Analysis&lt;br&gt;Theory that guides practice</td>
<td>Sladyk &amp; Ryan, 4th Ed. Chapter 6 &amp; 7</td>
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<td>10/13/16</td>
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<td>10/18/16</td>
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<td>Week 7</td>
<td>Review 1-7, 43, 47&lt;br&gt;MIDTERM EXAM</td>
<td>Sladyk &amp; Ryan, 4th Ed. Chapters 1-7&lt;br&gt;AOTA, 3rd Edition</td>
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<td>10/20/16</td>
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<td>10/25/16</td>
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<td>Week 8</td>
<td>The Therapeutic Intervention Process&lt;br&gt;Occupation” and how it gives Meaning and Purpose to Life</td>
<td>Sladyk &amp; Ryan, 4th Ed. Chapter 8 &amp; 9</td>
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<tr>
<td>Week</td>
<td>Dates</td>
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<td><strong>Writing Assignment Due:</strong> Tuesday, November 8, 2016 by 9:00 a.m. EST</td>
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<td></td>
<td>Presentation and discussion of Research Projects</td>
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<td>Week 10</td>
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<td>Wellness &amp; Health Promotion Assistive Technology &amp; Adaptive Equipment Test 2</td>
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<td>Documentation Review, Practice and Questions for Course Objectives and Goals</td>
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<td><strong>Comprehensive Final Examination</strong></td>
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<td>Week 14</td>
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