



BAKER COLLEGE
STUDENT LEARNING OUTCOMES
OTA1110A Introduction to Occupational Therapy
Assisting
1 Semester Credit Hour

Student Learning Outcomes and Enabling Objectives

1. Define occupational therapy and relate how the history of the profession and philosophy influences practice. (B.3.1.)
 - a. Identify key persons that shaped the profession.
 - b. Describe specific contributions of key persons that shaped the practice of OT.
2. Describe the use of the Occupational Therapy Framework Domain and Process within the profession. (B.2.1., B.2.2., B.3.1.)
 - a. Identify the purpose of a framework.
 - b. Describe basic features of the OT Framework.
 - c. Identify the two major sections of the framework.
3. Describe the occupational therapy process. (B.4.4., B.4.6., B.3.5., B.4.3.)
 - a. Understand the purpose of the occupational profile.
 - b. Verbalize how client factors influence performance in occupation.
 - c. Identify performance patterns that may hinder or support occupational performance.
 - d. Discuss OT interventions that enhance performance in all areas of ADL, IADL, rest and sleep, education, play leisure and social participation.
4. Describe the basic features of the theories, models of practices and frames of reference that underlie the practice of occupational therapy (B.2.1., B.2.2.)
 - a. Verbalize understanding of the need for an OT practitioner to shape interventions based on theories, models of practice and frames of reference.
 - b. Identify common theories, models and frames of reference that are used in occupational therapy.
5. Breakdown tasks relative to areas of occupation, performance skills, performance patterns, activity demands, context(s), and client factors to implement the intervention plan. (B.3.6., B.4.9., B.4.18., B.4.10., B.4.22.)
 - a. Demonstrate understanding that activity analysis is essential to the selection of appropriate treatment activities.

- b. Through role play or case study, select activities that are goal-directed, meaningful to the patient are in line with the patient's social roles and selected in cooperation with the patient.
6. Document OT services that effectively communicate the need and rationale for treatment and/or continued treatment. (B.4.23., B.4.29.)
 - a. Verbalize an understanding of the purpose of documentation.
 - b. Discuss legal implications of documentation.
 - c. Understand components of a SOAP note.
 - d. Verbalize the role of the OTA in documenting treatment.
7. Identify the members of the healthcare team and their relationship to occupational therapy. (B.4.24., B.4.25., B.4.26.)
 - a. Examine role of OTA with members of the healthcare team.
8. Explain the role of the OTA in the evaluation and referral processes. (B.4.4., B.4.6., B.4.26.)
 - a. Verbalize the role of OTA as co-participant in the OT process.
 - b. Verbalize the role of the OTA as recommending to the OT the need for referring clients for additional evaluation.
9. Understand that group interventions are based on principles of group development and group dynamics across the lifespan. (B.4.10.)
 - a. Verbalize ways that groups can be applied in OT.
10. Differentiate the roles of occupational therapy practitioners to include professional education, credentialing, roles and functions and service competencies. (B.5.5., B.7.4., B.7.5.)
 - a. Identify need for service competency in OT treatment.
 - b. Recognize role of OT and OTA in OT process.
11. Identify the varied roles of the occupational therapy assistant as a practitioner, educator and research assistant. (B.6.1., B.6.6.)
 - a. Discuss scenarios that include the occupational therapy practitioner in the role of practitioner, educator and research assistant.
 - b. Identify opportunities for occupational therapy assistants to participate in practice, education and research.
12. Explain the use of the American Occupational Therapy Association (AOTA)'s *Occupational Therapy Code of Ethics, Core Values and Attitudes of Occupational Therapy Practice*, and *AOTA Standards of Practice* as a guide for ethical decision making in professional interactions, client interventions and employment settings (B.5.8., B.7.1.)
 - a. Apply the Code of Ethics to various practice, employment and professional scenarios.
 - b. Identify the use of AOTA documents as guides for best practice.
13. Describe the client/practitioner relationship. (B.4.21.)
 - a. Identify best strategies to educate client using the teaching-learning process.
 - b. Demonstrate, through role-play, effective interaction with the client, family, significant others, other health providers and the public.

14. Discuss how statistics, tests, measures, professional literature and evidence based practice contributes to the development and practice of occupational therapy. (B.4.4., B.5.7., B.6.2., B.6.3.)
 - a. Demonstrate understanding that evidence must exist to support practice.
 - b. Verbalize need for increased research to support evidence based practice.
 - c. Explain role of OTA in contribute to knowledge base of the profession.
 - d. Identify standardized vs non-standardized tests.

15. Promote occupational therapy by educating other professionals, service providers, consumers and the public as used in the development, marketing and management of service delivery options. (B.5.6., B.7.3.)
 - a. Create a marketing brochure to promote occupational therapy service delivery options.
 - b. Understand the role of an OTA in the management of occupational therapy services.

16. Explain and give examples of how the role of a professional is enhanced by knowledge of, and involvement in, international, national, state, and local occupational therapy associations and related professional associations. (B.5.2., B.5.4. B.7.2.)
 - a. Identify international, national, state and local occupational therapy associations.
 - b. Explain the mission and vision of international, national, state and local occupational therapy associations.

17. Identify how scholarly activities can be used to evaluate professional practice, service delivery and professional issues. (B.6.1.)
 - a. Discuss how engaging in scholarly activities will contribute to the development of a body of knowledge relevant to the profession of occupational therapy.

18. Identify the potential impact of current policy issues and the social, economic, political, geographic, or demographic factors on the practice of occupational therapy. (B.5.1., B.5.3.)
 - a. Participate in instructor-led discussion on policies influencing occupational therapy practice.

These SLOs are not approved for experiential credit.

Effective: Spring 2018