

**UNIVERSITY OF NEVADA, LAS VEGAS  
SCHOOL OF INTEGRATED HEALTH SCIENCES  
OCCUPATIONAL THERAPY PROGRAM  
COURSE SYLLABUS**

**Course Number:** OCT 721  
**Course Title:** Foundations of Occupational Therapy  
**Credit Hours:** 3  
**Lecture Hours:** 3 hours/week  
**Weekly Schedule:** TBD  
**Location:** TBD  
**Instructor(s):** Donna Costa, DHS, OTR/L, FAOTA  
**Office hours:** by appointment  
**Office location:** BHS 200  
**Office telephone:** 702-895-1624  
**Email:** donna.costa@unlv.edu

**Course Description:** The historical development of the profession and theoretical perspectives will be reviewed and how they impact current practice. The occupational therapy process and professional ethics will be explored. Concepts of occupation, activity, purposeful activity and participation will be defined, including activity analysis and the link to health and wellness.

**Course Objectives:**

The following objectives are aligned with curriculum standards from the Accreditation Council for Occupational Therapy Education (ACOTE) (AOTA, 2018):

B.2.1 Apply, analyze, and evaluate scientific evidence, theories, models of practice, and frames of reference that underlie practice of occupational therapy to guide and inform interventions for persons, groups, and populations in a variety of practice contexts and environments.

B.2.2 Explain the process of theory development in occupational therapy and its desired impact and influence on society.

B. 3.1 Analyze and evaluate occupational therapy history, philosophical base, theory, and sociopolitical climate and their importance in meeting society's current and future occupational needs as well as how these factors influence and are influenced by practice.

B.3.2 Apply, analyze, and evaluate the interaction of occupation and activity, including areas of occupation, performance skills, performance patterns, context(s) and environments, and client factors.

B.3.3 Explain to consumers, potential employers, colleagues, third-party payers, regulatory boards, policymakers, and the general public the distinct nature of occupation and the evidence that occupation supports performance, participation, health, and well-being.

B.3.4 Apply, analyze, and evaluate scientific evidence to explain the importance of balancing areas of occupation; the role of occupation in the promotion of health; and the prevention of disease, illness, and dysfunction for persons, groups, and populations.

B.3.6 Demonstrate activity analysis in areas of occupation, performance skills, performance patterns, context(s) and environments, and client factors to formulate the intervention plan.

Additionally, this course has been designed to be consistent with the following guidelines:

- Occupational Therapy Practice Framework: Domain and Process, 3<sup>rd</sup> Ed (AOTA, 2014)
- Blueprint for Entry-Level Education (AOTA, 2010)
- Standards of Practice for Occupational Therapy, (AOTA, 2016)

### **Learning Objectives:**

At the completion of this course the student will be able to:

describe the philosophical and theoretical base of occupational therapy;

differentiate between the terms occupation, activity, purposeful activity and participation;

demonstrate comprehension of the meanings of occupation and purposeful activity;

differentiate between performance areas, performance contexts and performance components;

define the distinct value of the profession of occupational therapy;

demonstrate an awareness of the relationship between occupation and health, the importance of balance in performance areas, and the role of occupation in disease prevention and health promotion;

discuss the impact of disease and disability on the individual, their family, and society;

analyze activities for their performance components and therapeutic properties, knowing how to grade /adapt activities for use in treatment interventions in a variety of performance contexts; and,

discuss theory development and know how the major theories influence contemporary occupational therapy practice.

## **Course Structure:**

The format for instruction is one that combines lecture, discussion, case studies and group projects.

## **Evaluation Methods:**

### 1. Testing

#### Written Exams

There will be 10 quizzes and 1 final exam. If any student does not or cannot take the exams due to an emergency, then plans must be made at the discretion of the professor to complete all coursework within a specified time period. Quizzes will not be comprehensive. Each student must take all exams.

### 2. Written assignments:

Activity Analysis Paper

Theoretical Models Paper

Occupational Science Paper

### 3. Grading

The final course grade is a letter grade. The course will be based on the following:

Exams 40%

Written Assignments 60%

#### Numeric and Letter Grade Translation (no rounding!)

A 93-100

A- 90-92

B+ 87-89

B 83-87

B- 80-82

C+ 77-79

C 73-76

F <73

#### Instructional Practices:

### 1. Teaching Methods

a. Lecture

- b. In class discussion
- c. Reading of text book
- d. Student self-study

## 2. Teaching Aids

- a. White board
- b. Overheads
- c. Slides (Power Point)
- d. Video
- e. Guest practitioners

## 3. Student Responsibilities

- a. Attention and active participation are required in all sessions. Each student is expected to prepare for the lecture by reading the required materials prior to that session.
- b. Any student having particular difficulty with material presented in this course should seek direction and/or assistance from the professor as soon as the difficulty is perceived.
- c. Each student is expected to act according to the guidelines of Professional Abilities set forth in the Occupational Therapy Doctorate Program Manual.

## 4. Course Policies:

For general Course Policies see the Occupational Therapy Doctorate Program Student Manual.

**Academic Misconduct**—Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility, and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy and are encouraged when faced with choices to always take the ethical path. Students enrolling at UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's function as an educational institution. An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another, from the Internet or any source, without proper citation of the sources. See the Student Academic Misconduct Policy (approved December 9, 2005) located at:

<https://www.unlv.edu/studentconduct/student-conduct>

**Classroom Conduct**—Students have a responsibility to conduct themselves in class and in the libraries in ways that do not interfere with the rights of other students to learn or of instructors to teach. Use of electronic devices such as pagers, cellular phones, or recording devices, or potentially disruptive devices or activities, are permitted only with

the prior explicit consent of the instructor. The instructor may rescind permission at any time during the class. If a student does not comply with established requirements or obstructs the functioning of the class, the instructor may initiate an administrative drop.

**Copyright**—The University requires all members of the University Community to familiarize themselves with and to follow copyright and fair use requirements. You are individually and solely responsible for violations of copyright and fair use laws. The university will neither protect nor defend you, nor assume any responsibility for employee or student violations of fair use laws. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional information can be found at: <http://www.unlv.edu/provost/copyright>

**Disability Resource Center (DRC)**—The UNLV Disability Resource Center (SSC -A 143, <http://drc.unlv.edu/>, 702-895-0866) provides resources for students with disabilities. If you feel that you have a disability, please make an appointment with a Disabilities Specialist at the DRC to discuss what options may be available to you. If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours so that you may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach the instructor in front of others to discuss your accommodation needs.

**Final Examinations**—The University requires that final exams given at the end of a course occur at the time and on the day specified in the final exam schedule. The general schedule is typically available at the start of the semester, and the classroom locations are available about a month before the end of the semester. See the schedule at: <http://www.unlv.edu/registrar/calendars>

**Incomplete Grades**—The grade of “I”—Incomplete—can be granted when a student has satisfactorily completed three-fourths of course work for that semester/session but for reason(s) beyond the student’s control, and acceptable to the instructor, cannot complete the last part of the course, and the instructor believes that the student can finish the course without repeating it. The incomplete work must be made up before the end of the following regular semester for undergraduate courses. Graduate students receiving “I” grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the time indicated, a grade of “F” will be recorded and the GPA will be adjusted accordingly. Students who are fulfilling an Incomplete do not register for the course but make individual arrangements with the instructor who assigned the “I” grade.

**Library Resources**—Librarians are available to consult with students on research needs, including developing research topics, finding information, and evaluating sources. To make an appointment with a subject expert for this class, please visit the Libraries’

Research Consultation website: <http://guides.library.unlv.edu/appointments/librarian>.  
You can also ask questions via chat and text message at <http://ask.library.unlv.edu/>

**Rebelmail**—By policy, faculty and staff should email students' Rebelmail accounts only. Rebelmail is UNLV's official email system for students. As such, it is a primary way students receive official university communications such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the university. Emailing within WebCampus is acceptable.

**Missed Classwork**—Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The make up will apply to the religious holiday absence only. It shall be the responsibility of the student to notify the instructor within the first 14 calendar days of the course for fall and spring courses (excepting modular courses), or within the first 7 calendar days of the course for summer and modular courses, of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit: <http://catalog.unlv.edu/content.php?catoid=6&navoid=531> In accordance with the UNLV Faculty Senate-approved policy regarding class time and assignments missed, students who represent UNLV in any official extracurricular activity shall also have the opportunity to make up assignments, provided that the student provides official written notification to the instructor no less than one week prior to the missed class(es). The spirit and intent of the policy is to offer fair and equitable opportunities to all students, including those representing the university in extracurricular activities. Instructors should consider, for example, that in courses which offer a "drop one" option for the lowest assignment, quiz, or exam, assigning the student a grade of zero for an excused absence for extracurricular activity is both contrary to the intent of the Faculty Senate's policy, and an infringement on the student's right to complete all work and fairly earn her or his grade in the course. This policy shall not apply in the event that completing the assignment or administering the examination at an alternate time would impose an undue hardship on the instructor or the university that could reasonably have been avoided. There should be a good faith effort by both faculty and student to come to a reasonable resolution. When disagreements regarding this policy do arise, they can be appealed to the department chair/unit director, college/school dean, and/or the Faculty Senate Academic Standards Committee. For purposes of definition, extracurricular activities may include, but are not limited to: fine arts activities, competitive intercollegiate athletics, science and engineering competitions, liberal arts competitions, academic recruitment activities, and any other event or activity sanctioned by a college/school dean, and/or the Executive Vice President and Provost.

**Transparency in Learning and Teaching**—The University encourages students to use a transparency template to discuss with their instructors how assignments and course

activities benefit student success:

[https://www.unlv.edu/sites/default/files/page\\_files/27/TILT-Framework-Students.pdf](https://www.unlv.edu/sites/default/files/page_files/27/TILT-Framework-Students.pdf)

**Tutoring and Coaching**—The Academic Success Center (ASC) provides tutoring, academic success coaching and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, visit <http://www.unlv.edu/asc> or call 702-895-3177. The ASC building is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of SSC A (ASC Coaching Spot). Drop-in tutoring is located on the second floor of the Lied Library and College of Engineering TBE second floor.

**UNLV Writing Center**—One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC -3-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance. Appointments may be made in person or by calling 702-895-3908. The student’s Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. More information can be found at: <http://writingcenter.unlv.edu/>

### 5. Required Textbooks:

Schell, B.; Gillen, G.; & Scaffa, M. (2018). Willard & Spackman’s Occupational Therapy, 13th Ed. Wolters Kluwer.

AOTA. (2014). Occupational Therapy Practice Framework: Domain and Process, 3rd Ed. (OTPF) AOTA Press: Bethesda, MD.

International Classification of Functioning, Disability and Health (ICF)

### 6. Recommended Readings, Textbooks: to be assigned in class

### 7. Course Schedule:

Week/Module	Topic	Readings	Assignments
Week 1/Module 1	The Profession of OT	W & S, Ch. 1-6	Quiz 1
Week 2/Module 2	Occupational Nature of Humans	W & S, Ch. 7 - 9	Quiz 2
Week 3/Module 3	Narratives on Occupation	W & S, Ch. 10-16	Occupational Science Paper
Week 4/Module 4	Occupation in Context	W & S, Ch. 17-22	Quiz 3
Week 5/Module 5	Client Factors and Occupational Performance	W & S., Ch. 23-24 ICF	Quiz 4
Week 6/Module 6	Analyzing Occupation	W & S. Ch. 25-26	Activity Analysis Project and Paper

Week 7/Module 7	The Occupational Therapy Process	W & S, Ch. 27-33 OTPF	Quiz 5
Week 8/Module 8	Core Concepts and Skills	W & S, Ch. 34 - 40	Quiz 6
Week 9/Module 9	Occupational Performance Theories	W & S, Ch. 41-45	Quiz 7
Week 10/Module 10	Broad Theories of Practice	W & S, Ch. 46=48	Quiz 8
Week 11/Module 11	Evaluation, Intervention and Outcomes	W & S, Ch. 49-55	Quiz 9
Week 12/ Module 12	Theory Guided Interventions	W & S, Ch. 56-61	Evaluation Presentation
Week 13/Module 13	The Practice Context	W & S, Ch. 62-68	Quiz 10
Week 14/Module 14	Professional Development	W & S, Ch. 69-70	Interview of an OT
Week 15/Module 15	Professional Services	W & S, Ch. 71-74	Final Exam

4/23/19