

**OTA 140**  
**PROFESSIONAL SKILLS I**

**COURSE DESCRIPTION:**

Prerequisites: Enrollment in the Occupational Therapy Assistant program

Corequisites: OTA 110

This course introduces the roles and responsibilities of Certified Occupational Therapy Assistants and Occupational Therapists Registered in occupational therapy practice and facilitates development of observation, documentation, and therapeutic use of self skills. Topics include Code of Ethics, roles and responsibilities, credentialing and licensing, documentation, therapeutic use of self and professional identity/behavior, supervisory relationships, time management, and observation skills. Upon completion, students should be able to demonstrate ethical behavior; discriminate between role and responsibilities of Certified Occupational Therapy Assistants and Occupational Therapists Registered; and participate in acceptable supervision, documentation, and scheduling. Course Hours Per Week: Lab, 3. Semester Hours Credit, 1.

**LEARNING OUTCOMES:**

Student will demonstrate skills in the following areas:

- A. Gather and report information accurately and objectively
  - 1. Use therapeutic techniques in gathering information
  - 2. Use objective language to report results
  - 3. Use feedback from instructors to modify and improve the written report
- B. Use standard occupational therapy language in oral and written products
  - 1. Match terms used in OT Practice Framework in descriptions and definitions
  - 2. Use OT Practice Framework terminology in written and oral products
  - 3. Use correct medical terms to describe client conditions, symptoms, and procedures
- C. Demonstrate basic knowledge of normal structure and function of the human body for all key body systems
- D. Demonstrate basic knowledge of common conditions that affect the structure and function of the human body for all key body systems
- E. Respect other's rights and values
  - 1. Demonstrate non-judgmental attitude during interactions with peers
  - 2. Define terms: values, cultural diversity, cultural bias, values clarification
  - 3. Report on another culture using objective language non-verbal behaviors
- F. Demonstrate problem solving skills and strategies
  - 1. Apply clinical reasoning to scenarios
  - 2. Share information, opinions and thoughts effectively in a group of peers
  - 3. Demonstrate use of problem solving skills in a group project
- G. Use SOAP note format to document information
  - 1. Identify sections of the note and content appropriate for each section
  - 2. Use SOAP note format for at least two write-ups
  - 3. Use appropriate grammar, sentence structure, spelling, and format in written reports
- H. Use OT principles in a selected case situation
  - 1. Apply key OT principles to a case study scenario
  - 2. Use at least two frames of reference to develop a treatment plan for a selected case

- I. Use time management and study skill techniques in a case situation
  - 1. Apply scheduling techniques to a client situation
  - 2. Apply study skill techniques to a client situation
  - 3. Use OT principles and methods in the application of these techniques
- J. Demonstrate knowledge of skills needed to operate within the legal and ethical scope of OT practice
  - 1. Demonstrate knowledge of the Code of Ethical Behavior
  - 2. Demonstrate knowledge of North Carolina laws governing practice
  - 3. Demonstrate knowledge of national regulations governing OTA practice
  - 4. Discuss the role delineation of OTs and OTAs
- K. Maintain professional appearance and attitude
  - 1. Discuss the value and role of 'dress codes'
  - 2. Recognize and use appropriate forms of dress and appearance during clinical activities
- L. Respect confidentiality of information
  - 1. Use correct techniques to ensure confidentiality in written format
  - 2. Use correct techniques to ensure confidentiality in oral format
- M. Establish a therapeutic rapport with a simulated client using appropriate techniques
- N. Initiate independent learning
  - 1. Develop and implement a goal-oriented plan for self, based on feedback from instructors
  - 2. Develop and implement a time-management plan for self

## **OUTLINE OF INSTRUCTION:**

- I. Introduce and Explore Learning and Teaching Styles
  - A. Identify various learning styles and techniques
  - B. Identify various teaching techniques and strategies
  - C. Discuss the relationship of learning and teaching matches and differences
  - D. Develop a individualized learning plan for each student
- II. Introduce Time Management Principles
  - A. Student - self based information
  - B. Simulated client information
  - C. Application of principles in clinical situations
- III. Introduce and Use Observation Skills
  - A. Observing and reporting verbal responses
  - B. Observing and reporting non-verbal behaviors
  - C. Discriminating between observation and interpretation
- IV. Introduce Documentation Principles and Formats
  - A. SOAP notes
  - B. Writing objectively
  - C. Selecting data to report
  - D. Using uniform terminology
- V. Review Interviewing Skills
  - A. Gaining information from an interview
  - B. Types of interviews
  - C. Interviewing across cultures, social groups, age groups, and genders
- VI. Use Problem Solving Strategies with a Structured Format
  - A. Introduce strategies
  - B. Practice sessions with strategies

- VII. Review of Human Systems
  - A. Review each system for structures, function, and common conditions
  - B. Discuss typical conditions addressed by OT for each system
- VIII. Simulate and Discuss Ethical Dilemmas in OT Practice
  - A. Code of Ethics
  - B. Patient's Bill of Rights
  - C. North Carolina's Practice Act
  - D. NBCOT
- IX. Plan and Participate in a Professional Activity
- X. Develop and Implement an Plan for Change for One's Self
  - A. Identify an area of desired change
  - B. Identify strengths and weaknesses
  - C. Establish a baseline measure
  - D. Write a goal
  - E. Plan an intervention
  - F. Implement the plan
  - G. Evaluate the plan and progress
  - H. Report outcome and set new goal
- XI. Participate in Individual Meetings with Instructor
  - A. Prepare for the meeting
  - B. Actively participate in the meeting
  - C. Use feedback from the instructor to modify plan for self

## **REQUIRED TEXTBOOK AND MATERIALS:**

To be announced by the instructor.

## **STATEMENT FOR STUDENTS WITH DISABILITIES:**

Students who require academic accommodations due to any physical, psychological, or learning disability are encouraged to request assistance from a disability services counselor within the first two weeks of class. Likewise, students who potentially require emergency medical attention due to any chronic health condition are encouraged to disclose this information to a disability services counselor within the first two weeks of class. Counselors can be contacted by calling 919-536-7207, ext. 1413 or by visiting the Student Development Office in the Phail Wynn Jr. Student Services Center, room 1209.