

Course Code: OTA 111

Course Title: Introduction to Occupational Therapy

Department: Allied Health

Effective Date: Summer 2026

PCS Code: 1.2 - Occupational/Technical Instruction

CIP Code: 51.0803

Repeatability: 0

Credit Hours

Catalog Notation: 3-0-3

Credit Hour Distribution:

Lecture: 3

Lab: 0

Clinical: 0

Total: 3

General Course Information

Catalog Description

Introduction to the history, philosophy, and practice framework of occupational therapy. Includes OT personnel role delineation, practice settings, team collaboration, documentation, reimbursement, and ethical and professional development.

General Course Objectives

1. Defines occupational therapy using the Occupational Therapy Practice Framework - Fourth Edition (AJOT, 2020) and the Guide to Occupational Therapy Practice (Moyers & Dale, 2007). (B.3.2.; B.3.3.; B.3.4.; B.2.1.)
2. Communicates to varied audiences about the unique role occupational therapy provides to support health, well-being, prevention, restoration, compensation and promotion of clients' participation in daily living. (B.3.3.; B.3.4.; B.7.3.)
3. Describes the key historical, social, economic, cultural, technological and legislative factors (change agents) that have contributed to the development of the profession and their current influences on OT practice. (B.1.2.; B.3.1.)
4. Describes the key components of the Standards of Practice for Occupational Therapy (2010) in the OT process. (B.7.1.)
5. Describes the Occupational Therapy Code of Ethics (2020) and their relationship to practice issues and ethical decision-making. (B.7.1.)
6. Defines the influence of legislative and social changes on the development of occupational therapy, and OT's role as advocates for occupational justice. (B.5.2., B.6.2.)
7. Describes types and structure of practice settings in medical, educational, residential and community-based contexts and their impact on the delivery of OT services. (B.2.1.)
8. Differentiates OTR and COTA roles and responsibilities in a variety of service settings, and describes collaboration between OTR and COTA. (B.4.6.; B.4.24.; B.4.28)

9. Identifies the key factors in OTA supervision (staff & fieldwork) based on the Guidelines for Supervision, Roles, and Responsibilities During the Delivery of Occupational Therapy Services (AOTA), and the Illinois OT Practice Act. (B.4.24)
10. Lists and describes different types of team models and the basic roles and responsibilities of team members in health care, education, community and social systems and their relationship to client care and occupational therapy. (B.4.23.; B.5.1.)
11. Lists and defines sources of reimbursement, its relationship to documentation and current events pertaining to healthcare management and reimbursement. (B.4.29.; B.5.24.)
12. Describes the role of local, state, and national professional organizations in obtaining and maintaining professional credentials to practice, legislative representation, and for maintaining clinical competence through continuing professional development. (B.5.5.; B.7.2.; B.7.2.)
13. Describes the purposes of documentation to include electronic medical records, and differentiates between subjective, objective, assessment and plan. (B.4.15.; B.4.29.)
14. Demonstrates basic skills in oral presentation and group discussions. (B.4.21.; B.4.23.)
15. Demonstrates basic professional skills in researching topics within professional publications, databases, websites and professional blogs such as OT Connections and use of APA referencing for all researched materials. (B.6.1.)
16. Demonstrates basic professional use of computer skills to address on-line course materials, prepare PowerPoint presentations, and to use professional etiquette when communicating via e-mail.

Minimum Placement Levels

English	Reading	Math
Placement out of ENG 099	Placement out of CCS 099	None

Prerequisites

Credit in KIN 186

Concurrent enrollment in OTA 112

Admission into the Occupational Therapy Assistant program

Methods of Evaluation

11-12 quizzes, 3-4 exams, 7-8 investigative assignments/homework, 4-5 oral/PowerPoint presentations, 1 poster session, and 7-8 discussion board posts.

Instructional Materials and Additional Supplies

Documentation Manual for Writing SOAP Notes in Occupational Therapy, 4th ed, Author/Editor:

Gateley, C.A. & Borcharding, S. Publisher: Slack, Inc.

Willard and Spackman's Occupational Therapy, 13 ed., Editors: Schell & Gillen; Publisher: Lippincott, Williams & Wilkins.

Ryan's Occupational Therapy Assistant, 5th ed., Editors: K. Sladyk & S. E. Ryan; Publisher: Slack, Inc. 978-1556429620

What Language Does Your Patient Hurt In?, Author: Salimbene, S.; Publisher: EMC Paradigm. 978-0763862572

Course Content

General Learning Outcomes (GLOs)

- Communication: Students will demonstrate the ability to read, write, listen, and speak effectively.
- Global Awareness and Cultural Reasoning: Students will demonstrate their understanding of global issues, gender and sexual orientation, and multicultural perspectives.

Course Segments and Student Learning Outcomes

Course Segment	Learning Outcomes	Lecture Hours	Lab Hours	Clinical Hours
Clinical Reasoning and Problem Solving in Assignments to Integrate Knowledge of OT in Presentations, Discussion Boards, and Exams	<ol style="list-style-type: none"> 1. Articulate OT for varied audiences. 2. Select and articulate general methods of intervention and principles of therapeutic use of occupations. 3. Select and construct general evaluation factors in OT. 4. Articulate the differences between activity, task, and occupation. 5. Occupational Therapy Practice Framework: List and define the key concepts of the domain and process and articulate their use in clinical practice. 6. Articulate the critical reasoning processes used in activity and occupational analyses. 7. Discuss influence of socioeconomic factors on occupation. 8. Determine OT's role in practice settings across the continuum of care. 9. Establish differences between OTR and COTA roles and responsibilities: Articulate educational level and role delineation; provide importance of OTR/COTA collaboration; determine guidelines for supervision of COTAs. 10. Articulate roles and responsibilities of interprofessional team members: Explain the difference between multidisciplinary, interdisciplinary, and transdisciplinary team interactions. 11. Articulate how culture influences occupation and OT intervention: Articulate the relationship between context and occupational choices; articulate the relationship between culture and role function; articulate importance in identifying clients' context for meaning making. 12. Identify key historical, socioeconomic, cultural, and technological factors that have influenced the OT profession: Identify key factors in the COTA role; propose impact of current events on future OT. 13. Identify and describe spiritual needs and the relationship between spirituality and occupations; articulate OT's role in affirming client's spiritual needs to foster health and well-being. 14. Describe organizational structure of AOTA, NBCOT, and ILDPR: Discuss requirements for certification and licensure to practice; describe regulatory function of each professional organization; describe importance of maintaining professional membership. 15. Articulate OT's role in social and occupational justice and advocacy. 16. Articulate professional maturational process from student to master clinician. 17. List and define Standards of Practice. 18. Describe International Classification of Impairment, Activities, and Participation. 19. Articulate between client and population-based intervention. 20. Articulate federal, state, and private reimbursement sources and impact on intervention and articulate COTA's role in reimbursement. 	16	0	0

Course Segment	Learning Outcomes	Lecture Hours	Lab Hours	Clinical Hours
Development of Ethical Standards Pertaining to Case Studies and Classroom Behavior	<ol style="list-style-type: none"> 1. Determine and articulate OT core values. 2. Determine and articulate OT Code of Ethics and Ethical Standards. 3. Discuss the differences between ethical and legal matters. 4. Describe agencies' involvement in ethical decisions. 5. Choose policies and procedures outlined in the OTA Student Handbook to perform in student role and all educational and professional interactions. 	3	0	0
Communication Skills with Written Work and Presentations	<ol style="list-style-type: none"> 1. Articulate and participate effectively in presentations. 2. Describe and articulate documentation formats. 3. Determine parts of SOAP note categories. 4. Discover relationships between documentation, reimbursement, and ethical/legal practice. 5. Contribute effectively in interprofessional education team. 	5	0	0
Civic Engagement and Role of OT in the Community and Healthcare Settings	<ol style="list-style-type: none"> 1. Describe role of OT in social/occupational justice. 2. Explain COTA's role as advocate for consumer access to services, changes in healthcare, and promotion of health and wellness. 	3	0	0
Advocacy and Promotion of OT	<ol style="list-style-type: none"> 1. Describe steps in how to be a client advocate. 2. Explain COTA's role as advocate for consumer access to services, changes in healthcare, and promotion of health and wellness. 3. Describe advocacy for OT as member of interprofessional team in interprofessional education assignment. 	4	0	0
Collaboration with Intraprofessionals and Interprofessionals	<ol style="list-style-type: none"> 1. Articulate different types of interprofessional team models: intradisciplinary, interdisciplinary, multidisciplinary, and transdisciplinary. 2. Determine common types of team models for specific practice settings. 3. Articulate roles and responsibilities of different team members across disciplines and practice settings. 4. Interview team member using structured interview form about roles and responsibilities. 5. Participate in interprofessional education to identify roles and responsibilities. 	5	0	0
Teaching/Learning during Classroom Activities and Presentations	<ol style="list-style-type: none"> 1. Establish learning style preferences using structured inventories. 2. Implement knowledge of learning styles for self and clients. 3. Determine effective self-regulation learning strategies. 4. Demonstrate to peers selected learning strategies using PowerPoint/video presentation. 5. Prepare poster session on future trends in OT. 6. Participate in active-learning groups. 	8	0	0
Evidence-Based Practice in OTA and the Role of the OTA Professional	<ol style="list-style-type: none"> 1. Explain the professional organization and the role of the OTA professional by participation in AOTA as a Student Member. 2. Illustrate evidence-based research in OTA using APA references. 	1	0	0

Total Contact Hours

Lecture Hours	Lab Hours	Clinical Hours
45	0	0