

**Course Code:** OTA 114

**Course Title:** Therapeutic Process I

**Department:** Allied Health

**Effective Date:** Summer 2026

**PCS Code:** 1.2 - Occupational/Technical Instruction

**CIP Code:** 51.0803

**Repeatability:** 0

---

## Credit Hours

**Catalog Notation:** 2-3-3

**Credit Hour Distribution:**

Lecture: 2

Lab: 3

Clinical: 0

**Total: 3**

---

## General Course Information

### Catalog Description

Occupational therapy intervention processes and clinical reasoning skills used to remediate, prevent, and/or compensate for mild or acute occupational performance dysfunction resulting from specific physical and psychosocial problems across the lifespan. Case-based learning emphasized.

### General Course Objectives

1. Describe the roles, responsibilities, and collaboration of OTRs and COTAs in the evaluation, treatment planning, implementation, and discharge planning processes for clients, ages children through older adults, with specific health problems which may result in mild deficits in occupational performance.
2. Able to select and grade treatment activities and techniques using basic clinical reasoning skills.
3. Conduct research on specific therapeutic issues using professional literature.
4. Demonstrate proficiency in hand anatomy, body mechanics, goniometric measurement, range of motion exercises, bed mobility/transfers.

### Minimum Placement Levels

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

### Prerequisites

Credit in OTA 111, OTA 112, BIO 121, ENG 101, and PSY 101

Credit or concurrent enrollment in OTA 113, OTA 115, BIO 122, and ENG 102

Admission into the Occupational Therapy Assistant program

## Methods of Evaluation

12-13 formative quizzes, 2-3 case studies, 1 oral presentation, 5-6 homework movement analyses, 1 functional hand movement proficiency, 1-2 professional literature reviews and 1-2 article reviews, 2-4 objective exams, and 1-2 discussion boards.

## Instructional Materials and Additional Supplies

Case Studies for Contemporary Occupational Therapy Practice, Auriemma, D., Roseus, Y., Hutchinson, C. and Pagpatan, V., current edition.

Mental Health Concepts and Techniques for the Occupational Therapy Assistant, Early, MB, Philadelphia, PA: Lippincott Williams & Wilkins, current edition. 978-1496309624

Occupational Therapy with Older Adults: Strategies for the COTA, Lohman, H., Shaffer, A. and Watford, P.; Elsevier Mosby, current edition. 978-0323498463

Willard and Spackman's Occupational Therapy, Boyt Schell, B., Gillen, G., Lippincott, Williams & Wilkins, current edition. 978-1975106584

Pediatric Skills for Occupational Therapy Assistants, Solomon J. W. & O'Brien, J.C., St. Louis. 978-0323169349

Adult Physical Conditions: Intervention Strategies for Occupational Therapy Assistants, Mahle and Ward; current edition.

## Course Content

### General Learning Outcomes (GLOs)

- Communication: Students will demonstrate the ability to read, write, listen, and speak effectively.
- Critical Thinking and Information Literacy: Students will demonstrate the ability to evaluate perspectives, evidence, and implications, and to locate, assess, and use information effectively.

### Course Segments and Student Learning Outcomes

Course Segment	Learning Outcomes	Lecture Hours	Lab Hours	Clinical Hours
Clinical Reasoning and Problem-Solving in Developing Treatment Plans for OTA Clients	<ol style="list-style-type: none"><li>1. Demonstrate how the Standards of Practice and Framework's OT Process guide data collection, intervention planning and implementation, re-evaluation, discharge planning, and transition services for clients in a variety of practice settings.</li><li>2. Differentiate the OTR/COTA roles, responsibilities, and collaboration in data collection using structured checklists, interviews, and assessments.</li><li>3. Select and describe intervention approaches to address clinical goals for infants and children with mild physical and developmental learning problems; for adolescents and young adults with selected mild physical and psychosocial problems; and for middle-aged and older adults with selected mild physical and psychosocial problems.</li><li>4. Include the importance of engaging family members and caregivers in the intervention process.</li><li>5. Establish and grade interventions and techniques appropriate for treatment goals.</li><li>6. Establish, assess, and modify interventions, tools, instructions, and the environment to support client participation.</li><li>7. Integrate knowledge of client's strengths, needs, and health conditions in problem-solving using case studies with structured questions.</li><li>8. Predict outcomes of interventions within designated time frames.</li><li>9. Break down pictures to identify functional movements.</li><li>10. Outline all precautions to be addressed while working with a client with a selected health or developmental condition.</li></ol>	15	30	0

<b>Course Segment</b>	<b>Learning Outcomes</b>	<b>Lecture Hours</b>	<b>Lab Hours</b>	<b>Clinical Hours</b>
Communication Skills in Presentations and Written Case Study Papers	<ol style="list-style-type: none"> <li>1. Develop effective intervention plans and procedures for selected case studies.</li> <li>2. Develop measurable, behavioral long- and short-term goals using COAST criteria.</li> <li>3. Explain and demonstrate the key features and benefits of effective therapeutic use of self.</li> <li>4. Demonstrate effective oral communication skills to present PowerPoint presentation on case study.</li> <li>5. Participate effectively on interprofessional team.</li> <li>6. Develop communication to work with clients, families, and caregivers with different abilities and levels of understanding.</li> </ol>	3	3	0
Advocacy and Promotion of OT	<ol style="list-style-type: none"> <li>1. Determine the process for advocating for clients, families, and caregivers.</li> <li>2. Articulate the importance of engaging the family, significant others, and caregivers in the treatment process.</li> <li>3. Recognize how to advocate for occupational therapy's role on the interprofessional team.</li> </ol>	3	0	0
Interprofessional and Intraprofessional Collaboration With Occupational Therapy Team and Other Health Professions	<ol style="list-style-type: none"> <li>1. Demonstrate collaboration with interprofessional team members on selected case studies.</li> <li>2. Identify benefits of working on interprofessional team.</li> <li>3. Describe importance of collaborating with client, family, caregivers, and team during the treatment process.</li> </ol>	3	3	0
Teaching/Learning Via OTA Case Presentations	<ol style="list-style-type: none"> <li>1. Prepare home programs for selected case studies.</li> <li>2. Demonstrate teaching the client how to participate in modified ADLs and IADLs using adaptive equipment and/or methods.</li> <li>3. Instruct peers on intervention process for select case study during final student projects using PowerPoint, demonstration, and handouts.</li> </ol>	3	9	0
Evidence-based Practice in Health Professions	<ol style="list-style-type: none"> <li>1. Demonstrate basic skills in using databases to research topics within professional publications.</li> <li>2. Articulate key points of research article on evaluation or treatment using the American Journal of Occupational Therapy.</li> <li>3. Provide and implement research findings to practice.</li> </ol>	3	0	0

**Total Contact Hours**

<b>Lecture Hours</b>	<b>Lab Hours</b>	<b>Clinical Hours</b>
30	45	0