

Course Code: OTA 212

Course Title: Therapeutic Process II

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 evaluation, planning, intervention, and clinical reasoning skills used to remediate and/or compensate for moderate occupational performance dysfunction resulting from specific physical and/or psychosocial problems across the life span. Case-based learning emphasized.

General Course Objectives

1. Describe and distinguish the roles and responsibilities of OTRs and COTAs in the data collection using structured checklists, interviews and assessment of clients with moderate occupational dysfunction due to developmental problems, physical problems, psychosocial problems, and cognitive problems across the lifespan.
 - a. Identify and apply the role responsibilities for the occupational therapist (OTR) and occupational therapy assistant (COTA) in collaboration on assessment, treatment planning, treatment implementation, and transition/discharge planning. (B.4.)
 - b. Describe and select the clinical reasoning and responsibilities of the occupational therapy assistant (COTA) in service delivery. (Standards B.4.0, B.5.0., B.6, B.7.)
2. Describe and apply treatment procedures to address treatment goals, effectively plan and sequence treatment activities and techniques for clients with moderate occupational dysfunction due to developmental problems, physical problems, psychosocial problems, and cognitive problems across the lifespan. (Standards B.4, B.5)
3. Demonstrate and develop clinical reasoning skills by applying Standards of Practice, techniques and environmental modifications to problem-solving using case studies of client with moderate occupational dysfunction with an emphasis on the components below. (Standards B.4, B.5, B.6, B.7)
 - a. Problem identification,
 - b. Long term functional objectives,
 - c. Short term functional objectives,
 - d. Selection of appropriate treatment activities, techniques, and adaptations,
 - e. Prevention/precaution identification

Minimum Placement Levels

English	Reading	Math
Credit in ENG 101 with a grade of C or higher	Placement out of CCS 099	None

Prerequisites

Credit in OTA 114

Concurrent enrollment in OTA 211, OTA 213, and OTA 214

Admission into the Occupational Therapy Assistant program

Methods of Evaluation

12-14 formative quizzes, 2-4 summative objective exams, 3-4 written case study papers, 2-6 homework activities, 1 oral presentation.

Instructional Materials and Additional Supplies

Occupational Therapy Treatment Goals for the Physically and Cognitively Disabled, Allen, C.K., Earhart, C.A., & Blue, T., Rockville, MD: The American Occupational Therapy Association, Inc., current edition. 978-0-9103-1772-6

Mental Health Concepts and Techniques for Occupational Therapy Assistants, Early, M.B., New York, NY: Raven Press, current edition. 9781496309624

Case Studies through the Health Care Continuum, Lowenstein, N. & Halloran, P., Thorofare, NJ: Slack, Inc., current edition. 978-1617118333

Vision, Perception and Cognition, Zoltan, B., Thorofare, NJ: Slack, current edition. 978-1556427381 - Print Text

Occupational Therapy with Elders: Strategies for the COTA, Byers-Connon, S., Lohman, H, Padilla, R., St. Louis, MO: Elsevier 978-0323498463

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

Early's Physical Dysfunction Practice Skills for the Occupational Therapy Assistant, Patnaude, M.B., Thorofare, NJ: Slack, Inc. 978-0323059091

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"> 1. Illustrate clinical reasoning skills by applying Standards of Practice and the Occupational Therapy Practice Framework 4th edition, techniques, and environmental modifications to problem-solving using case studies. 2. Determine and articulate knowledge of OTR/COTA's roles and responsibilities in data collection using structured checklists, interviews, and assessments. 3. Develop appropriate treatment intervention plans to address goals for infants and children with moderate physical, developmental learning, and behavioral problems; for adolescents and young adults with selected moderate physical and psychosocial problems; and for middle-aged and older adults with selected moderate physical and psychosocial problems. 4. Develop effective intervention plans with appropriate sequenced treatment activities and techniques. 5. Identify, describe, and develop home exercise program for musculoskeletal weakness and explain the purpose and benefits of the program. 6. Identify, describe, and develop an intervention program addressing compounding diagnoses. 7. Identify and explain all pertinent precautions to be addressed while working with people with compounding health problems. 	14	18	0
Communication Skills in Presentations and Written Case Study Papers	<ol style="list-style-type: none"> 1. Illustrate effective written communication skills in treatment plans. 2. Construct appropriate and effective client-based goals based on strengths and occupational needs. 3. Construct other visual aids to instruct client and caregiver. 4. Define and characterize treatment procedures to address treatment goals for people across the lifespan with moderate physical and psychosocial problems. 5. Construct intervention plans and research summaries to effectively demonstrate written communication skills. 6. Prepare and present a final student project, showing effective oral communication skills during presentation. 7. Illustrate effective computer skills to develop PowerPoint presentations to communicate with others. 8. Demonstrate and describe a treatment strategy for selected health problem during PowerPoint presentation. 	5	12	0
Interprofessional and Intraprofessional Collaboration With Occupational Therapy Team and Other Health Professions	<ol style="list-style-type: none"> 1. Contrast and describe the OTR/COTA's roles and responsibilities in data collection using structured checklists, interviews, and assessments. 2. Provide education to caregiver and interprofessional team based on analyzing, synthesizing, and evaluating the needs of the client. 3. Identify and discuss the needs of a child with behavior disorder and provide teacher education based on teacher's questions and concerns in case study assignment. 	5	5	0

Course Segment	Learning Outcomes	Lecture Hours	Lab Hours	Clinical Hours
Teaching/Learning via OTA Presentations	<ol style="list-style-type: none"> 1. Prepare and present a final student project on a person with a moderate physical or psychosocial health problem. 2. Develop an appropriate and effective treatment session to present in an in-service (final student project) showing beginning, middle, and end of a session. 3. Develop and explain the anatomical and physiological benefits of an effective home exercise program. 	3	5	0
Evidence-Based Practice in Health Professions	<ol style="list-style-type: none"> 1. Illustrate effective use of evidence-based and/or peer reviewed articles when writing treatment plans. 2. Collect information on specific health problems using evidence-based and/or peer reviewed articles. 	3	5	0

Total Contact Hours

Lecture Hours	Lab Hours	Clinical Hours
30	45	0