Course Description
Develops proficiency in various crafts used as treatment modalities in occupational therapy. Emphasizes how to analyze, adapt and teach selected activities as well as how to equip and maintain a safe working environment. Lecture 1 hour. Laboratory 2 hours. Total 3 hours per week.

General Course Purpose
The purpose of this course is to introduce students to the key concepts of the Occupational Therapy Practice Framework (OTPF) and other significant professional terminology as applied to task/activity analysis and synthesis through the use of crafts and other treatment modalities. The course is designed to assist students in gaining the capacity to teach selected activities using a client-centered approach with individuals and/or groups in a safe environment.

Course Prerequisites/Co-requisites
Prerequisite: Admission into the OTA program. Instructor permission.

Course Objectives

Upon completing the course, the student will be able to:

- Articulate the components of the OTPF and the importance of the OTPF to the profession.
- Understand the dynamics and the concepts of occupation, activity and tasks, including the interaction of areas of occupation, performance skills, performance patterns, activity demands, context(s) and environments, and client factors. *(2012 ACOTE standard B.2.2)*
- Understand and demonstrate, through the use of crafts and other treatment modalities, the ability to analyze tasks/activities relative to areas of occupation, performance skills, performance patterns, activity demands, context(s) and environments, and client factors in order to implement an intervention plan. *(2012 ACOTE standard B.2.7)*
- Understand occupation as a means and as an end.
- Understand the importance of balancing areas of occupation and its influence on the achievement of overall health and wellness. *(2012 ACOTE standard B.2.4)*
- Understand the concepts of occupational history, occupational repertoire, occupational profile, occupational deprivation and disruption, occupational justice, and therapeutic use of self as related to occupational therapy and the concepts of health and wellness. *(2012 ACOTE standard B.1.5)*
- Articulate the practical considerations that affect the health and wellness needs of those who are experiencing or are at risk for social injustice, occupational deprivation, and disparity in the receipt of services. *(2012 ACOTE standard B.1.5)*
- Utilize effective interviewing skills to gain a client-centered occupational history through reflective listening and building a therapeutic rapport. *(2012 ACOTE standard B.4.1)*
- Effectively perform activity synthesis, including grading, adapting and modifying the environment, tools, materials, occupations and interventions to meet the client’s changing needs and sociocultural context. *(2012 ACOTE standard B.5.23)*
- Effectively explain the need for and use of compensatory strategies when desired life tasks are unable to be performed. *(2012 ACOTE standard 2.10)*
- Understand and apply the Person-Environment-Occupation (PEO) Model. *(2012 ACOTE standard B.2.11)*
- Demonstrate an understanding of preparatory methods, purposeful activities, and occupation-based interventions.
- Demonstrate the ability to teach an activity, including providing appropriate instruction, feedback, and practice to meet the client’s goals and to complete the task.
- Demonstrate the ability to maintain a safe work environment and adhere to the safety precautions
of the corresponding setting, scope of practice, and activity. \textit{(2012 ACOTE standard B.2.8)}

- Articulate the importance of quality of life, well-being, and occupation of the individual, group or population to promote physical and mental health and the prevention of injury and disease when considering the context. \textit{(2012 ACOTE standard B.2.9)}

\textbf{Major Topics to be Included}

- Introduction to the OTPF as applied to task/activity analysis and synthesis.
- Introduction to significant professional terminology as related to occupational therapy.
- Interview skills appropriate to gain a client-centered understanding and to gain a therapeutic rapport.
- The dynamic relations of the person, environment, and occupation and how this interaction impacts occupational performance and one’s overall health and wellness.
- Teaching selected activities while maintaining a safe therapeutic environment.