



Occupational Therapy I

PEIMS Code: N1302132

Abbreviation: OCCHLTH1

Grade Level(s): 11-12

Award of Credit: 1.0

Approved Innovative Course

- Districts must have local board approval to implement innovative courses.
- In accordance with Texas Administrative Code (TAC) §74.27, school districts must provide instruction in all essential knowledge and skills identified in this innovative course.
- Innovative courses may only satisfy elective credit toward graduation requirements.
- Please refer to [TAC §74.13](#) for guidance on endorsements.

Course Description:

Occupational Therapy I is designed to provide concepts, knowledge, and skills necessary for a career in Occupational Therapy. This course will focus on the principles and practices of occupational therapy practitioners; proper management of patient care to safely assist patients; management of equipment as it relates to occupational therapy; and communication skills to work effectively within an occupational therapy practice. This course is designed for students in grades 11 or 12 who desire to work in an occupational therapy clinic as a therapy technician and/or advance to become a licensed occupational therapy practitioner.

Essential Knowledge and Skills:

- (a) General Requirements. This course is recommended for students in *Grades 11-12*. Recommended prerequisites: Principles of Health Science or Principles of Allied Health AND Medical Terminology or Allied Health Therapeutic Services. Students shall be awarded *one credit* for successful completion of this course.
- (b) Introduction.
 - (1) Career and technical education instruction provides content aligned with challenging academic standards and relevant technical knowledge and skills for students to further their education and succeed in current or emerging professions.
 - (2) The Health Science Career Cluster focuses on planning, managing, and providing therapeutic services, diagnostic services, health informatics, support services, and biotechnology research and development.
 - (3) Occupational Therapy I is designed to provide concepts, knowledge, and skills necessary for a career in Occupational Therapy. This course will focus on the principles and practices of occupational therapy practitioners; proper management of patient care to safely assist patients; management of equipment as it relates to occupational therapy; and communication skills to work effectively within an occupational therapy practice.

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- (4) To pursue a career in the health science industry, students should recognize, learn to reason, think critically, make decisions, solve problems, and communicate effectively. Students should recognize that quality health care depends on the ability to work well with others.
 - (5) Professional integrity in the health science industry is dependent on the acceptance of ethical and legal responsibilities. Students are expected to employ their ethical and legal responsibilities, recognize limitations, and understand the implications of their actions.
 - (6) Students are encouraged to participate in extended learning experiences such as career and technical student organizations and other leadership or extracurricular organizations.
 - (7) Statements that contain the word “including” reference content that must be mastered, while those containing the phrase “such as” are intended as possible illustrative examples.
- (c) Knowledge and Skills.
- (1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:
 - (A) communicate ideas in a clear, concise, and effective manner;
 - (B) model how to cooperate, contribute, and collaborate as a member of a team;
 - (C) apply appropriate adaptability skills such as problem solving and creative thinking; and
 - (D) identify employer expectations such as punctuality, attendance, time management, communication, organizational skills, and productive work habits.
 - (2) The student demonstrates the use of effective communication in the rehabilitative environment. The student is expected to:
 - (A) explain methods of effective verbal and nonverbal communication;
 - (B) model a respectful and professional attitude when interacting with diverse patient populations, colleagues, and professionals;
 - (C) demonstrate client interaction strategies that build rapport and provide emotional support;
 - (D) identify impairments and age-related changes that may affect communication;
 - (E) demonstrate sensitivity in communicating and interacting with persons with disabilities;
 - (F) describe the core elements of documentation in the medical record; and
 - (G) practice accurate note-taking using the Subjective, Objective, Assessment, and Plan (SOAP) method of documentation.
 - (3) The student establishes a foundational knowledge of the profession of occupational therapy. The student is expected to:

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- (A) identify terminology used in occupational therapy, including occupation, therapy, goal, activity, independence, occupational therapy, occupational performance, and purposeful activity;
 - (B) describe the nature and scope of practice for occupational therapy;
 - (C) identify personality characteristics fitting for a career in occupational therapy;
 - (D) compare career options within the occupational therapy industry;
 - (E) research and describe the roles and responsibilities of occupational therapy practitioners and the education required for each level;
 - (F) explain the four areas of the Subjective, Objective, Assessment, and Plan (SOAP) method for documentation;
 - (G) summarize the history of occupational therapy;
 - (H) analyze and describe major social influences that shaped the field of occupational therapy; and
 - (I) identify key pieces of federal legislation that have influenced the practice of occupational therapy;
- (4) The student demonstrates professional and safety requirements of the occupational therapy workplace. The student is expected to:
- (A) demonstrate the proper use of infection control through the use of personal protective equipment (PPE);
 - (B) demonstrate disinfection of patient care area and equipment following Occupational Safety and Health Administration (OSHA) and Centers for Disease Control (CDC) guidelines;
 - (C) identify potential safety hazards in the rehabilitation environment and appropriate responses associated with each according to Occupational Safety and Health Administration (OSHA); and
 - (D) explain ways to maintain client safety.
- (5) The student applies medical terminology used in the field of occupational therapy. The student is expected to:
- (A) identify abbreviations, acronyms, and symbols used in occupational therapy;
 - (B) analyze simulated technical material such as patient reports, evaluations, and referrals; and
 - (C) demonstrate effective use of medical terminology in simulated notes and evaluation reports.
- (6) The student evaluates the different treatment settings and models of health care in occupational therapy. The student is expected to:
- (A) identify the levels of care provided to clients;
 - (B) compare different settings in which occupational therapy practitioners work;
 - (C) define the three areas of occupational therapy practice (medical, psychological, and sociological) and discuss the types of services provided within each area;

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- (D) explain the difference between habilitative and rehabilitative therapy; and
 - (E) describe how treatment settings influence the focus of occupational therapy intervention.
- (7) The student evaluates ethical behavioral standards and legal responsibilities associated with occupational therapy. The student is expected to:
- (A) explain the purpose of a code of ethics;
 - (B) identify the six principles in the Occupational Therapy Code of Ethics;
 - (C) explain the role of professional associations in the occupational therapy field;
 - (D) examine the current Texas Occupational Therapy Practice Act and Rules;
 - (E) evaluate the principles and standards of the Patient Care Partnership, Health Insurance Portability and Accountability Act (HIPAA), American Disabilities Act (ADA), and Family Educational Rights and Privacy Act (FERPA);
 - (F) explain principles of ethical behavior and confidentiality, including the consequences of breach of confidentiality;
 - (G) identify core values in occupational therapy; and
 - (H) compare the similarities and differences of morals, ethics, and laws in the practice of occupational therapy.
- (8) The student explains the structures and functions of the human body. The student is expected to:
- (A) identify the human skeletal structure by bones, bony landmarks, major joints, and muscles;
 - (B) identify and model movement patterns and positions, using planes, axes of motion, and medical terminology;
 - (C) explain key structures and functions of the musculoskeletal system; and
 - (D) describe functional roles of muscles such as prime mover, synergist, and stabilizer.
- (9) The student explains disease processes and disorders treated by rehabilitation professionals. The student is expected to:
- (A) describe common diseases and disorders that cause difficulties in daily living tasks for individuals served through occupational therapy;
 - (B) identify the effects of diseases and conditions on occupational performance;
 - (C) analyze the impact that disease and trauma have on the motor skills, process skills, communication skills, and interaction skills of human performance within the context of family and society;
 - (D) analyze the effect of disease and trauma on work, play, leisure, activities of daily living, instrumental activities of daily living, and social participation; and
 - (E) research and explain the nature of diseases and disorders, including trauma, developmental, neurological, and mental health.

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- (10) The student describes how changes across the lifespan impact occupational therapy intervention and techniques. The student is expected to:
- (A) summarize the changes that occur in occupation across the lifespan;
 - (B) outline the developmental tasks throughout the lifespan;
 - (C) describe how client factors progress throughout the lifespan;
 - (D) describe occupational therapy client types;
 - (E) identify common equipment and tools used in occupational therapy across different settings;
 - (F) compare and evaluate varying terminology based on patient and client life stage and therapy setting; and
 - (G) explain the unique services provided by occupational therapy at each developmental stage.
- (11) The student demonstrates proper procedures for patient lifting and transferring. The student is expected to:
- (A) demonstrate the proper use of body mechanics to ensure safety of patient/client and practitioner;
 - (B) model safe and effective techniques related to lifting and transferring clients; and
 - (C) describe basic client positions and bed mobility with or without assistive devices.
- (12) The student investigates current trends, issues, and emerging practice areas in the field of occupational therapy. The student is expected to:
- (A) identify current trends and issues in the occupational therapy profession;
 - (B) define the Centennial Vision according to the American Occupational Therapy Association (AOTA);
 - (C) identify emerging practice areas in occupational therapy;
 - (D) describe the concepts of evidence-based practice;
 - (E) explain the value of evidence-based practice; and
 - (F) identify the value of occupational therapy.
- (13) The student explains the importance of participation in extended learning experiences. The student is expected to:
- (A) explain how to participate in extended learning experiences such as community service, career and technical student organizations, and professional organizations; and
 - (B) create an action that targets the career and technical student organization's community service goal.

Recommended Resources and Materials:

- Patient Care Technician Certification (PCTC)

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- American Occupational Therapy Association. <https://www.aota.org/>.
- Texas Occupational Therapy Association, Inc. <https://www.tota.org/>.
- National Board for Certification in Occupational Therapy. <https://www.nbcot.org/Public/Home>.
- Harris County Department of Education. *TXSpot*. <https://txspot.org/default.aspx>.

Conklu, Mary, Helmick, Lynne H., Hutcherson, Dana, Jenkins, Oliver T., Jones, Bethann, Pearson, Whitney Rose, and Shanks, Jessica. "Physical/Occupational Therapy II." Virginia Department of Education. Accessed November 2021. <http://www.cteresource.org/curriculum/health-and-medical-sciences/index.html>.

Morreale, Marie. *Developing Clinical Competence: A Workbook for the OTA, 2nd ed.* New Jersey: Slack, 2022.

Morreale, Marie, and Sherry Borcharding. *OTA's Guide to Documentation: Writing SOAP Notes, 4th ed.* Missouri: Slack, 2017.

O'Brien, Jane. *Introduction to Occupational Therapy, 5th ed.* Missouri: Elsevier, 2018.

"Student Resources." *Accreditation Council for Occupational Therapy Education*. 2021. <https://acoteonline.org/students-public/>.

Texas Board of Occupational Therapy Examiners. "Occupational Therapy Rules." *Executive Council of Physical Therapy and Occupational Therapy Examiners*. <https://www.ptot.texas.gov/page/ot-acts-and-rules>.

Texas Board of Occupational Therapy Examiners. "Texas Occupational Therapy Practice Act." *Executive Council of Physical Therapy and Occupational Therapy Examiners*. <https://www.ptot.texas.gov/page/ot-acts-and-rules>.

The American Occupational Therapy Association. "Occupational Therapy and The Americans with Disabilities Act (ADA)." *The American Journal of Occupational Therapy* 54,6: 622–625. 2000. doi: [10.5014/ajot.54.6.622](https://doi.org/10.5014/ajot.54.6.622).

The American Occupational Therapy Association. "Occupational Therapy Practice Framework: Domain and Process. 4th ed." *The American Journal of Occupational Therapy*. 74, Supplement 2: 1–87. 2020. doi: [10.5014/ajot.2020.74S2001](https://doi.org/10.5014/ajot.2020.74S2001).

Recommended Course Activities:

- Practice writing SOAP notes using occupational therapy terminology (Formative)
- Read text assignments and other related supplemental materials (Formative)
- Explore the resources and publications available by searching the American Occupational Therapy Association (AOTA) (Formative)
- Analyze case studies related to occupational therapy (Formative)
- Interview an occupational therapy practitioner (Formative/Summative)
- Describe the role of the OT/OTA/OT Aide and describe the differences in the education/licensing required for each role (Summative)
- Describe different settings OT practitioners may work and the professional expectations within those settings through a presentation (Summative)

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- Synthesize knowledge and understanding of working within a team through a group project with presentation (Summative)
- Demonstrate understanding of medical terminology, diagnosis, and SOAP notes (Summative) Simulate an activity utilizing a disability frame of reference. For example, go to library in wheelchair and obtain an item off a tall shelf; wear a pair of glasses with opaque tape over a lens, put gloves on hand and perform fine motor tasks, complete a simple cooking task using one hand (Formative).

Suggested methods for evaluating student outcomes:

The recommended assessment methods should include:

- classroom assignments
- research projects
- individual and group projects
- hands-on labs
- quizzes
- tests
- final exam

Teacher qualifications:

An assignment for Occupational Therapy I is allowed with one of the following certificates:

- Health Science 6-12
- Health Science Technology Education 8-12
- Vocational Health Occupations
- Vocational Health Science Technology

Related work experience preferred:

- Occupational Therapist/Assistant
- Physical Therapist/Assistant
- Rehabilitation Practitioner
- Nurse

Additional information: