



Occupational Therapy II

PEIMS Code: OCCHLTH2

Abbreviation: N1302133

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 II is an advanced course designed to build upon students' prior knowledge of Occupational Therapy. This course will focus on the Occupational Therapy Practice Framework and process; application of intervention modalities; use of assistive technology; building therapeutic relationships; and performing occupational therapy assessments. Student instruction is reinforced with hands-on activity labs and field-based learning experiences. This course is designed for students in grade 12 who desire to work in an occupational therapy clinic and/or advance to become a licensed occupational therapist or occupational therapy assistant.

Essential Knowledge and Skills:

- (a) General Requirements. This course is recommended for students in *Grade 12*. Recommended prerequisite: *Occupational Therapy I*. 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 II is an advanced course designed to build upon students' prior knowledge of Occupational Therapy. This course will focus on the Occupational Therapy Practice Framework and processes including applying intervention modalities; using assistive technologies, building therapeutic relationships, and performing occupational therapy assessments. Student instruction is reinforced with hands-on activity labs and field-based learning experiences. This course is designed for students in grade 12 who desire to work in

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an occupational therapy clinic and/or advance to become a licensed occupational therapist/occupational therapy assistant.

- (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 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) exhibit the ability 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 effective communication in the rehabilitative environment. The student is expected to:
 - (A) model effective verbal and nonverbal communication;
 - (B) demonstrate client interaction strategies that build rapport and provide emotional support; and
 - (C) practice accurate note taking using the Subjective, Objective, Assessment, and Plan (SOAP) method of documentation.
 - (3) The student examines current trends, issues, and emerging practice areas in the field of occupational therapy. The student is expected to:
 - (A) review and analyze trends, issues, and emerging practice areas identified in Occupational Therapy I;
 - (B) research and compare new trends, issues, and emerging practice areas; and
 - (C) summarize the American Occupational Therapy Association’s (AOTA) progress toward the Centennial Vision.
 - (4) The student explains the principles of the Occupational Therapy Practice Framework. The student is expected to:

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- (A) identify the domains of occupational therapy practice;
 - (B) assess key terms in occupational therapy including occupation, activities of daily living, context, and purposeful activity;
 - (C) research and describe various occupations or activities designed to support performance;
 - (D) analyze activities in terms of occupation, performance skills, performance patterns, and client factors;
 - (E) explain how different contexts influence occupations;
 - (F) evaluate types of occupational therapy interventions; and
 - (G) explain the five general approaches to intervention, including creating, establishing, maintaining, modifying, and preventing.
- (5) The student describes the key elements of the Occupational Therapy Process. The student is expected to:
- (A) describe the details involved in the occupational therapy processes;
 - (B) describe the referral, screening, and evaluation processes;
 - (C) explain the purpose of the occupational profile;
 - (D) describe the occupational performance analysis and how it is used in occupational therapy;
 - (E) model and discuss the steps in conducting a client interview;
 - (F) analyze and explain the importance of observation skills in the evaluation process;
 - (G) apply the steps in the intervention process including creating, establishing, maintaining, modifying, and preventing; and
 - (H) describe the five general intervention approaches used in occupational therapy.
- (6) The student analyzes the benefit of models of practice and frames of reference. The student is expected to:
- (A) define theory, model of practice, and frame of reference;
 - (B) discuss the importance of using a model of practice and frame of reference;
 - (C) explain how research supports practice;
 - (D) identify the components and guiding principles of a frame of reference; and
 - (E) summarize selected occupational therapy models of practice.
- (7) The student describes the application of intervention modalities. The student is expected to:
- (A) describe the principal tools of occupational therapy;
 - (B) discuss the difference between preparatory, purposeful, simulated, and occupation-based activity;
 - (C) demonstrate the use of consultation and education in occupational therapy practice;

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- (D) explain the purpose of activity analysis and describe its application to occupation;
 - (E) describe the use of physical agents by rehabilitation professionals;
 - (F) describe the role of the occupational therapy practitioner in the use of physical agent modalities;
 - (G) explain the role of the occupational therapy practitioner in orthotics and assistive technology; and
 - (H) research and describe technological advances in rehabilitation.
- (8) The student recognizes techniques and assistive technology used in occupational therapy. The student is expected to:
- (A) identify techniques used to assist clients in the areas of occupation, including activities of daily living (ADL), instrumental activities of daily living (IADL), rest and sleep, education, work, play, leisure, and social participation;
 - (B) describe the purpose of adaptive equipment used in the areas of occupation, including activities of daily living (ADL), instrumental activities of daily living (IADL), rest and sleep, education, work, play, leisure, and social participation; and
 - (C) explain how adaptive equipment can be customized for individual client needs.
- (9) The student recognizes the importance of service management functions. The student is expected to:
- (D) identify and define service management functions;
 - (E) describe safety considerations to help maintain a safe and efficient clinical environment;
 - (F) describe the importance of maintaining client/patient documentation;
 - (G) analyze documentation that occurs at various stages in the occupational therapy process;
 - (H) record the client/patient information as prescribed in the fundamental elements of a client record; and
 - (I) evaluate the integration of professional development and research into practice.
- (10) The student understands the key elements of therapeutic relationships. The student is expected to:
- (A) identify the characteristics of a therapeutic relationship;
 - (B) identify the stages of loss;
 - (C) describe how “use of self” is used by practitioners;
 - (D) explain the importance of self-awareness for effective therapeutic relationships;
 - (E) identify the three “selves” recognized in self-awareness;
 - (F) explain the skills needed for developing effective therapeutic relationships; and
 - (G) model the necessary skills used for leading groups.

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- (11) The student connects knowledge of human structure and function to assessments used by occupational therapy practitioners. The student is expected to:
 - (A) identify common assessments used by occupational therapy practitioners;
 - (B) describe how the various assessments are used to measure range of motion and strength;
 - (C) compare normal and abnormal movements and patterns;
 - (D) explain how to perform common occupational therapy assessments in a laboratory setting such as measuring joint range of motion and muscle strength;
 - (E) analyze data from simulated assessments; and
 - (F) explain optimal and alternate positions for muscle testing.
- (12) The student participates in field-based learning experiences in habilitative/rehabilitative settings. The student is expected to:
 - (A) apply occupational therapy strategies and concepts within a local educational or training facility;
 - (B) model industry expectations of professional conduct such as attendance, punctuality, personal appearance, hygiene, and time management;
 - (C) demonstrate first aid, vital signs, cardiopulmonary resuscitation, and automated external defibrillator skills in a laboratory setting;
 - (D) observe and assist occupational therapy practitioners;
 - (E) articulate comprehension of assignment; and
 - (F) document, assess, and reflect on field-based learning experiences.
- (13) The student recognizes the importance of participation in extended learning experiences. The student is expected to:
 - (A) participate and explain the benefit in extended learning experiences such as community service, career and technical student organizations, and professional organizations; and
 - (B) create a plan of action targeting the career and technical student organization's community service goal.

Recommended Resources and Materials:

Certified Medical Assistant (CMA).

<https://tea.texas.gov/sites/default/files/Certified%20Medical%20Assistant%20final%201.pdf>.

Patient Care Technician Certification (PCTC).

<https://tea.texas.gov/sites/default/files/Patient%20Care%20Technician%20final.pdf>.

Basic Life Support (BLS) Certification. <https://shopcpr.heart.org/courses/bls>. or

<https://www.redcross.org/take-a-class/bls-training/bls-classes>.

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>.

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Harris County Department of Education. *TXSpot*. <https://txspot.org/default.aspx>.

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. 2020. 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)
- Review and summarize the resources and publications available from the American Occupational Therapy Association (AOTA) (Formative)
- Categorize by importance performance skills, client factors, and performance patterns required to engage in occupation (Formative)
- Review research articles exploring OT intervention (Formative)
- Research occupational therapy settings in your area and describe the setting type, client type, and care provided (Summative)
- Synthesize knowledge and understanding of working within a team through a group project with presentation (Summative)
- Demonstrate observational skills by watching a classmate perform a simple activity and record everything that they see (Formative)
- Develop an intervention plan following the Occupational Therapy Framework as a reference (Formative/Summative)

Suggested methods for evaluating student outcomes:

Student outcomes may be evaluated through a variety of methods including, classroom assignments, research, individual and group projects, practical, quizzes, tests, and final exams.

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Teacher qualifications:

An assignment for Occupational Therapy II 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: