

## OT 200: Introduction to Occupational Therapy

Self-Paced Enroll Anytime Online Course

### Instructor & Course Information

Credits 2 undergraduate credits  
 Pre-Requisites None

Instructor Dr. Bobbi Carrlson, PhD, OTR/L (she, her, hers)\*  
 Email Visit the Blackboard course for contact information

\*If you have any course questions prior to enrollment, please email [und.online@und.edu](mailto:und.online@und.edu)

### Course Description

This course was designed to introduce students to the occupational therapy profession. As the history, practice framework, occupational therapy models, objectives and functions of occupational therapy are addressed, students will affirm their academic decision.

### Course Objectives & ACOTE Standards

Upon completion of the course, the student will be able to:

#### 2018 ACOTE

standard(s)	Course Objectives
B.3.1.	1. Articulate the historical background, philosophy, core concepts, and values of occupational therapy.
B.3.2.	2. Develop an awareness of the <i>Occupational Therapy Practice Framework</i> including the occupational therapy process, areas of performance, performance skills, performance patterns, activity demands, context, and client factors.
B.3.2., B.5.1.	3. Identify and define intervention approaches and occupational therapy intervention types.
B.4.24.	4. Define types of occupational therapy practitioners and articulate the differences in training.
B.7.2.	5. Articulate the role of the American Occupational Therapy Association and your state occupational therapy association.
B.2.1, B.4.0	6. Describe, analyze, and recognize the use of conceptual models in occupational therapy.
B.3.2.	7. Understand the difference between preparatory, purposeful, and occupation-based activity in occupational therapy intervention.
B.3.6.	8. Understand activity analysis considering areas of occupation, performance skills, performance patterns, activity demands, context, and client factors.
B.3.2.	9. Develop an awareness of the <i>Occupational Therapy Practice Framework</i> as it relates to the occupational therapy process.
B.5.1.	10. Identify both current employment settings of occupational therapists and emerging areas of practice.
B.1.1.	11. Be cognizant of human development across the lifespan including developmental tasks, areas of occupation related with the developmental stage, and types of diagnoses seen in developmental stages.

## 2018 ACOTE

### standard(s) Course Objectives

B.1.2.	12. Demonstrate knowledge and appreciation of the role of sociocultural, socioeconomic, and diversity factors in contemporary society.
B.6.1.	13. Effectively locate, understand, and evaluate information, including the quality of research evidence.
B.7.1.	14. Identify the purpose and standards delineated in the <i>Standards of Practice for Occupational Therapy</i> .
B.4.24.	15. Describe the roles and responsibilities of the occupational therapist and the certified occupational therapy assistant within the health-care team.
	16. Define the levels of performance that can be identified for an occupational therapy practitioner.
B.3.1.	17. Articulate to the community or consumer the unique nature and purpose of occupational therapy.

### ACOTE 2018 Standards

B.1.1., B.1.2, B.2.1, B.3.1, B.3.2, B.3.3, B.3.4, B.3.6, B.4.0, B.4.1, B.4.4, B.4.24, B.5.1, B.6.1, B.7.1, B.7.2

### Required Textbook and Course Materials

Clifford O'Brien, J., & Conners B.L. (2023). *Introduction to occupational therapy* (6th ed.). Elsevier  
ISBN: 978-0-323-79856-3

Additional readings are provided within the Blackboard course.

### Technical Requirements

The [UND Technical Support webpage](#) contains information on your UND email and how to download a free version of Microsoft Office.

- Students are expected to use their official UND email in the course.
- You will use Microsoft Word or a word processing program that can save as a pdf to complete written assignments.
- [View the basic technical requirements](#) for every online course.

### Lesson Topics

This course has 14 lessons which include two exams and final projects.

Lesson 1: Introduction to the course

Lesson 2: Occupational Therapy: The Profession

Lesson 3: History, Philosophical Principles, and Values of OT

Lesson 4: Occupational Therapy Practice Framework

Lesson 5: OT Models of Practice and Frames of Reference

Lesson 6: Observation Experience

Lesson 7: Exam I

Lesson 8: Intervention Modalities: Principle Tools Used in OT Practice

Lesson 9: OT Process

Lesson 10: Occupational Therapy Practice: Across the Lifespan

Lesson 11: Areas of Practice: Looking a Little More Closely

Lesson 12: Roles of the Occupational Therapist, Role Delineation, and Multicultural Diversity

Lesson 13: Exam II

Lesson 14: Final Projects

## Assessments and Grading

Student achievement will be measured by the student's ability to participate in assigned quizzes, exams, reflection assignments, field visit, journal article reviews, and development of an occupational therapy promotion tool. Each regular lesson has objectives and a to-do list, required reading, an instructor video, and an assessment.

There are a total of 450 points possible, earned through a series of assignments, quizzes, exams and final projects. For a detailed list of assessments and their point values, see the *Course Outline* section below.

The following grading scale is used:

403 - 450 points	90 - 100%	A	Marked Excellence
358 - 402 points	80 - 89%	B	Superior
313 - 357 points	70 - 79%	C	Average
268 - 312 points	60 - 69%	D	Low (Not passing in courses in OT major)
Less than 267 points	below 60%	F	

## Course Outline

Lesson Number & Topic	Readings & Optional Exercises	Assessments
Lesson 1: Introduction to the Course	<b>Readings:</b> Introduction Course syllabus	<b>Introduction Assignment - 10 points</b> The purpose of this assignment is to allow faculty to get to know each student and for students to practice introducing themselves. <ul style="list-style-type: none"> <li>Objectives Met: 12</li> <li>ACOTE Standards Addressed: B.1.2</li> </ul>
Lesson 2: Occupational Therapy: The Profession	<b>Reading:</b> Chapter 1	<b>Reflection Paper - 15 points</b> The purpose of this assignment is for students to articulate what drew them to the field of occupational therapy. In addition, students are asked to reflect upon personal characteristics of an occupational therapist from their text readings. Finally, students are asked to pose a question they have about occupational therapy. <ul style="list-style-type: none"> <li>Objectives Met: 1, 2, 3, 7, 9, 17</li> <li>ACOTE Standards Addressed: B.3.1., B.3.2.</li> </ul> <b>Bumper Sticker Assignment - 10 points</b> Students are challenged to the task of developing a bumper sticker based upon their understanding of the profession of occupational therapy in a creative way. <ul style="list-style-type: none"> <li>Objectives Met: 1, 2, 3, 7, 9, 17</li> <li>ACOTE Standards Addressed: B.3.1., B.3.2.</li> </ul> <b>Lesson 2 Quiz - 15 points</b> The purpose of this quiz is to assess the student's learning as it relates to the Lesson 2 objectives provided in lesson module in Blackboard. <ul style="list-style-type: none"> <li>Objectives Met: 2, 3, 4</li> <li>ACOTE Standards Addressed: B.3.2., B.4.24., B.5.1.</li> </ul>
Lesson 3: History, Philosophical Principles, and Values of OT	<b>Readings:</b> Chapter 2 and 3  Kessler et al. (2019)	<b>Client-Centered Practice Assignment - 15 points</b> The purpose of this assignment is for students to articulate an understanding of client-centered practice. Students will reflect upon the lesson readings in the context of their assignment. <ul style="list-style-type: none"> <li>Objectives Met: 1, 17</li> <li>ACOTE Standards Addressed: B.3.1.</li> </ul> <b>Lesson 3 Quiz - 15 points</b>

Lesson Number & Topic	Readings & Optional Exercises	Assessments
		<p>The purpose of this quiz is to assess the student’s learning as it relates to the Lesson 3 objectives provided in lesson module in Blackboard.</p> <ul style="list-style-type: none"> <li>• Objectives Met: 1, 14</li> <li>• ACOTE Standards Addressed: B.3.1., B.7.1.</li> </ul>
Lesson 4: Occupational Therapy Practice Framework	<p><b>Readings:</b> Chapter 9, 12  AOTA (2020)</p>	<p><b>Association Assignment – 10 points</b> The purpose of this assignment is for students to articulate the role of the American Occupational Therapy Association and their state occupational therapy association. Students will also discuss the mission and vision of associations, how they could see themselves contributing to the association, and interesting resources they find through their searches.</p> <ul style="list-style-type: none"> <li>• Objectives Met: 5</li> <li>• ACOTE Standards Addressed: B.7.2.</li> </ul> <p><b>Lesson 4 Quiz – 15 points</b> The purpose of this quiz is to assess the student’s learning as it relates to the Lesson 4 objectives provided in lesson module in Blackboard.</p> <ul style="list-style-type: none"> <li>• Objectives Met: 2, 3</li> <li>• ACOTE Standards Addressed: B.3.2., B.5.1.</li> </ul>
Lesson 5: OT Models of Practice and Frames of Reference	<p><b>Reading:</b> Chapter 17  <b>Optional Exercise:</b> Study Guide</p>	<p><b>Case Application of Model Assignment – 15 points</b> The purpose of the Case Application of Model assignment is for the student to apply an occupational therapy practice model. Students will be asked to analyze a person in their lives using the model they select.</p> <ul style="list-style-type: none"> <li>• Objectives Met: 6</li> <li>• ACOTE Standards Addressed: B.2.1., B.4.0.</li> </ul> <p><b>Lesson 5 Quiz – 15 points</b> The purpose of this quiz is to assess the student’s learning as it relates to the Lesson 5 objectives provided in lesson module in Blackboard.</p> <ul style="list-style-type: none"> <li>• Objectives Met: 6</li> <li>• ACOTE Standards Addressed: B.2.1., B.4.0.</li> </ul>
Lesson 6: Observation Experience	<p><b>Readings:</b> All course readings from Lessons 1-5</p>	<p><b>Field Visit/Observation Paper – 40 points</b> Students will complete observation modules in which various aspects of OT practice will be explored and integrated into a paper. Students will prepare by reviewing expectations for the assignment in the Lesson 7 module in Blackboard. The purpose is to provide an opportunity for students to apply knowledge regarding the OT Practice Framework, client-centered practice, models of practice, and frames of reference.</p> <ul style="list-style-type: none"> <li>• Objectives Met: 3, 4, 6, 10, 15, 16</li> <li>• ACOTE Standards Addressed: B.2.1., B.4.0., B.4.24., B.5.1.</li> </ul>
Lesson 7: Exam I	<p><b>Readings:</b> All readings from Lessons 1-5</p>	<p><b>Unit I Exam – 50 points</b> The purpose of the Unit I exam is to assess cumulative learning for Lessons 1-6. Students are required to take a proctored exam consisting of true/false and multiple choice questions. The exam is closed book. are allowed 75 minutes for completion of the exam.</p> <ul style="list-style-type: none"> <li>• Objectives Met: 2, 3, 4, 5, 6, 14</li> <li>• ACOTE Standards Addressed: B.2.1., B.3.2., B.4.0., B.4.24., B.5.1., B.7.1., B.7.2.</li> </ul>

Lesson Number & Topic	Readings & Optional Exercises	Assessments
Lesson 8: Intervention modalities: Principle Tools Used in OT Practice	<p><b>Readings:</b> Chapter 18</p> <p><b>Optional Exercises:</b> Read Ch 15</p> <p>Review Chapter 12, AOTA (2020)</p> <p>Study Guide</p>	<p><b>Activity Analysis Assignment – 10 points</b> The purpose of this assignment is to apply the principles of activity analysis and synthesis. Students will be asked to select an occupation to analyze.</p> <ul style="list-style-type: none"> <li>• Objectives Met: 8</li> <li>• ACOTE Standards Addressed: B.3.6</li> </ul> <p><b>Lesson 8 Quiz – 15 points</b> The purpose of this quiz is to assess the student’s learning as it relates to the Lesson 8 objectives provided in lesson module in Blackboard.</p> <ul style="list-style-type: none"> <li>• Objectives Met: 2, 3, 7, 8, 9</li> <li>• ACOTE Standards Addressed: B.3.2., B.3.6.</li> </ul>
Lesson 9: OT Process	<p><b>Reading:</b> Chapter 16</p> <p><b>Optional Exercises:</b> Review Chapter 12, AOTA (2020)</p> <p>Study Guide</p>	<p><b>Occupational Profile Assignment – 10 points</b> The purpose of this assignment is for students to identify the features of an occupational profile. Students will be asked to write their own occupational profile.</p> <ul style="list-style-type: none"> <li>• Objectives Met: 2, 3, 7, 8, 9, 11</li> <li>• ACOTE Standards Addressed: B.1.1., B.3.2., B.3.6.</li> </ul> <p><b>Lesson 9 Quiz – 15 points</b> The purpose of this quiz is to assess the student’s learning as it relates to the Lesson 9 objectives provided in lesson module in Blackboard.</p> <ul style="list-style-type: none"> <li>• Objectives Met: 2, 3, 7, 8, 9</li> <li>• ACOTE Standards Addressed: B.3.2., B.3.6.</li> </ul>
Lesson 10: Occupational Therapy Practice: Across the Lifespan	<p><b>Readings:</b> Chapters 13, 14, and 4</p> <p><b>Optional Exercise:</b> Study Guide</p>	<p><b>Lesson 10 Quiz – 15 points</b> The purpose of this quiz is to assess the student’s learning as it relates to the Lesson 10 objectives provided in lesson module in Blackboard.</p> <ul style="list-style-type: none"> <li>• Objectives Met: 3, 11, 12,</li> <li>• ACOTE Standards Addressed: B.1.1., B.1.2., B.5.1.</li> </ul>
Lesson 11: Areas of Practice: Looking a Little More Closely	Student selected journal articles	<p><b>Journal Article Assignment – 35 points</b> The purpose of this assignment is for students to investigate an area of practice they are interested in. Students will be asked to complete a literature search and select two journal articles to review. Students will then write an article summary and reflect on their experience with the topic in the past or how they might use the information in the future.</p> <ul style="list-style-type: none"> <li>• Objectives Met: 2, 3, 7, 8, 9, 10, 11, 13</li> <li>• ACOTE Standards Addressed: B.1.1., B.3.2., B.3.6., B.5.1., B.6.1.</li> </ul>
Lesson 12: Roles of the Occupational Therapist, Role Delineation, and Multicultural Diversity	<p><b>Readings:</b> Chapters 5 – 7</p> <p><b>Optional Exercises:</b> Read Ch 19</p> <p>Study Guide</p>	<p><b>Cultural Competence Assignment – 10 points</b> The purpose of this assignment is for students to examine cultural competency. Students will discuss five essential elements of being culturally competent.</p> <ul style="list-style-type: none"> <li>• Objectives Met: 12</li> <li>• ACOTE Standards Addressed: B.1.2.</li> </ul> <p><b>Lesson 12 Quiz – 15 points</b> The purpose of this quiz is to assess the student’s learning as it relates to the Lesson 12 objectives provided in lesson module in Blackboard.</p> <ul style="list-style-type: none"> <li>• Objectives Met: 4, 12, 14</li> </ul>

Lesson Number & Topic	Readings & Optional Exercises	Assessments
		<ul style="list-style-type: none"> <li>ACOTE Standards Addressed: B.1.2., B.4.24., B.7.1.</li> </ul>
Lesson 13: Unit II Exam	All readings in Unit II will be covered on the exam.	<p><b>Unit II Exam – 50 points</b> The purpose of the Unit II exam is to assess cumulative learning for Lessons 8-13. Students are required to take a proctored exam consisting of true/false and multiple-choice questions. The exam is closed book. 75 minutes are allowed for completion of the exam.</p> <ul style="list-style-type: none"> <li>Objectives Met: 7, 9, 10, 11, 12, 13, 15, 16, 17</li> <li>ACOTE Standards Addressed: B.1.1., B.1.2., B.3.1., B.3.2., B.4.24., B.5.1., B.6.1.</li> </ul>
Lesson 14: Final Projects	None	<p><b>Promotion of Occupational Therapy and Course Reflection – 45 points</b> The purpose of this assignment is for students to articulate to consumers and the general public the unique nature of OT and the value of occupation to support participation in context(s) for the client. Students will develop an OT promotion item and reflect upon their learning during the course.</p> <ul style="list-style-type: none"> <li>Objectives Met: 1, 2, 3, 7, 9, 11, 17</li> <li>ACOTE Standards Addressed: B.1.1., B.3.1., B.3.2., B.3.3.</li> </ul> <p><b>Course Reflection – 5 points</b> Description: prepare you for future debriefing sessions in the OT program, write a 1-page reflection regarding your learning and participation in this course.</p> <ul style="list-style-type: none"> <li>Objectives Met: 1, 2, 3, 7, 9, 11, 17</li> <li>ACOTE Standards Addressed: B.1.1., B.3.1., B.3.2., B.3.3.</li> </ul>

## Course Evaluation

Near the end of the course you will find the link to the course completion survey. Your feedback on the course is very important to me. Please provide honest and constructive feedback. I read all students' comments carefully and use them to improve my course. The responses are compiled twice a year so your responses remain anonymous.

## About UND Self-Paced Enroll Anytime Courses

You have up to 9 months to complete this course from the time of your enrollment. You may work at your own pace and complete lessons/exams on your own schedule, submitting up to 3 per week for grading.

After you finish your course, your final grade will be posted in Blackboard. Please **allow 3-5 business days for your final grade to appear** on your transcript in Campus Connection. You will receive a confirmation email from the Enroll Anytime staff once the final grade is officially posted on your transcript. You may then order an official transcript, if desired.

If you have an **administrative** question regarding course enrollment dates, extensions, withdrawals, questions regarding your transcript, or need exam assistance, please contact the **Office of Extended Learning** at [und.courses@UND.edu](mailto:und.courses@UND.edu) or 701-777-0488.

Questions regarding **coursework** should be directed to the **instructor**.

For **technical support** including username and password help, assignment submission, or other technical assistance in the course, contact [University Information Technology](#).

## Student Resources

UND cares about your success as a student. For more information, visit the [Academic Services & Career Engagement Page](#) for additional information. Students have access to assistance from the [UND Writing Center](#), [tutoring services](#), and more.

## Artificial Intelligence (AI)

While the use of artificial intelligence and large language models is becoming more mainstream and accessible, the importance of learning and academic integrity supersedes the ease and usability of these platforms. Citations and the use of appropriate sources are required in all courses to maintain academic integrity and learn critical thinking skills. Artificial Intelligence programs are not human therefore are not approved sources for content.

## Names and Pronouns

Everyone should feel included and respected at UND. Please let me know if you wish to be addressed by a name or pronoun that is different from what appears in the class roster, including names and personal pronouns that correspond to your gender identity.

I recognize that preferred names and pronouns may change during your time in the course. If at any point during the course you would like to be addressed differently, please let me know.

As part of our commitment to inclusion in this course, it is important that all students in this class are respectful of their peers. Mistakes in addressing one another may happen. If you make a mistake or are corrected, please briefly apologize and correct yourself.

If you have experienced discrimination or harassment or have concerns about using another student's preferred name or pronoun, please contact the Equal Opportunity & Title IX Office for assistance.

## University of North Dakota Policies & Resources

### Academic Integrity

Academic integrity is a serious matter, and any deviations from appropriate behavior will be dealt with strongly. At the discretion of the professor, situations of concern may be dealt with as a scholastic matter or a disciplinary matter.

As a scholastic matter, the professor has the discretion to determine appropriate penalties to the student's workload or grade, but the situation may be resolved without involving many individuals. An alternative is to treat the situation as a disciplinary matter, which can result in suspension from the University, or have lesser penalties. Be aware that I view this as a very serious matter, and will have little tolerance of or sympathy for questionable practices. A student who attempts to obtain credit for work that is not their own (whether that be on a paper, quiz, homework assignment, exam, etc.) will likely receive a failing grade for that item of work, and at the professor's discretion, may also receive a failing grade in the course. Read more in the [Code of Student Life](#).

### Accessibility for Students

The University of North Dakota is committed to providing equal access to students with documented disabilities. To ensure access to your classes and program, please contact [Student Disability Resources](#) to engage in a confidential discussion about accommodations for the classroom, clinical and/or online course settings. Accommodations are not provided retroactively. Students are encouraged to register with Student Disability Resources at the start of their class/program. More information can be obtained by email [UND.sdr@UND.edu](mailto:UND.sdr@UND.edu) or by phone at 701.777.2664.

If you receive an exam accommodation from Student Disability Resources, please share the letter with the Office of Extended Learning at [UND.courses@UND.edu](mailto:UND.courses@UND.edu).

## Religious Accommodations

UND offers religious accommodations, which are reasonable changes in the academic environment that enable a student to practice or observe a sincerely held religious belief without undue hardship on the University. Examples include time for prayer or the ability to attend religious events or observe a religious holiday. To request an accommodation, complete [student religious accommodation request form](#). If you have any questions, you may contact the [Equal Opportunity & Title IX Office](#).

## Pregnancy Accommodations

Students who need assistance with academic adjustments related to pregnancy or childbirth may contact the Equal Opportunity & Title IX Office to learn about your options. Additional information and services may be found at [Pregnancy Resources](#).

## Resolution of Problems

Should a problem occur, you should speak to your instructor first. If the problem is not resolved by speaking with your instructor, contact the Occupational Therapy department chair, and next the Dean of the School of Medicine & Health Sciences office. Should the problem persist after taking these initial steps, you have the right to go to the provost next, and then to the president.

## Notice of Nondiscrimination

It is the policy of the University of North Dakota that no person shall be discriminated against because of race, religion, age, color, gender, disability, national origin, creed, sexual orientation, gender identity, genetic information, marital status, veteran's status, or political belief or affiliation and the equal opportunity and access to facilities shall be available to all. Concerns regarding Title IX, Title VI, Title VII, ADA, and Section 504 may be addressed to Donna Smith, Assistant Vice President for Equal Opportunity & Title IX and Title IX/ADA Coordinator, by calling 701.777.4171 or emailing [UND.EO.TitleIX@UND.edu](mailto:UND.EO.TitleIX@UND.edu). Concerns can also be directed to the Office for Civil Rights, U.S. Department of Education, 230 S. Dearborn St., 37th Floor, Chicago, IL 60604, or any other federal agency.

## Reporting Discrimination, Harassment, or Sexual Misconduct

If you or a friend has experienced sexual misconduct, such as sexual harassment, sexual assault, domestic violence, dating violence, or stalking, please contact the [Equal Opportunity & Title IX Office](#) or UND's Title IX Coordinator, Donna Smith, for assistance: 701.777.4171; [donna.smith@UND.edu](mailto:donna.smith@UND.edu). You may also contact the Equal Opportunity & Title IX office if you or a friend has experienced discrimination or harassment based on a protected class, such as race, color, national origin, religion, sex, age, disability, sexual orientation, gender identity, genetic information, pregnancy, marital or parental status, veteran's status, or political belief or affiliation.

## Faculty Reporting Obligations Regarding Discrimination, Harassment, and Sexual Misconduct

It is important for students to understand that faculty are required to share with UND's Title IX Coordinator any incidents of sexual misconduct or of discrimination or harassment based on a protected class they become aware of, even if those incidents occurred in the past or are disclosed as part of a class assignment. This does not mean an investigation will occur if the student does not want that, but it does allow UND to provide resources to help the student continue to be successful at UND. If you have been impacted by discrimination, harassment, or sexual misconduct, you can find information about confidential support services at the [Equal Opportunity & Title IX Office](#).

## How to Seek Help When in Distress

We know that while college is a wonderful time for most students, some students may struggle or have issues that arise. You may experience students in distress on campus, in your classroom, in your home, or within residence halls. Distressed students may initially seek assistance from faculty, staff members, their parents, and other students. In addition to the support we can provide to each other, there are also professional support services available to students on campus through the Dean of Students and the [University Counseling Center](#). Both staffs are available to consult with you about getting help or providing a friend with the help that he or she may need. For more information, visit the [UND Cares Program website](#).



## Land Acknowledgement Statement

Today, the University of North Dakota rests on the ancestral lands of the Pembina and Red Lake Bands of Ojibwe and the Dakota Oyate - presently existing as composite parts of the Red Lake, Turtle Mountain, White Earth Bands, and the Dakota Tribes of Minnesota and North Dakota.

We acknowledge the people who resided here for generations and recognize that the spirit of the Ojibwe and Oyate people permeates this land. As a university community, we will continue to build upon our relations with the First Nations of the State of North Dakota - the Mandan, Hidatsa, and Arikara Nation, Sisseton-Wahpeton Oyate Nation, Spirit Lake Nation, Standing Rock Sioux Tribe, and Turtle Mountain Band of Chippewa Indians.