Course Syllabus
OTHA 1349 Occupational Performance of Adulthood

Catalog Description: Study of occupational performance of adults. Includes frames of reference, assessment/evaluation tools and techniques, and intervention strategies specific to this population.

Prerequisites: OTHA 1405, 1260, 1415, 2301, 1341, 2260, 1409, 2335

Semester Credit Hours: 3
Lecture Hours per week: 2
Lab Hours per week: 2
Extended hours: 0
Contact Hours per Semester: 64

State Approval Code: 510803

Instructional Goals and Relationship to Curriculum:
In this course students learn how to assess and address a variety of client factors in the adult person subsystem including grip/pinch strength, coordination, sensation, visual perceptual skills, and cognition and how they support or hinder occupational performance. Students have the opportunity to apply skills learned in this course during their corresponding level I fieldwork experience (OTHA 2262). Select interventions focus on remediation and/or adaptive approaches. Students learn about static and dynamic orthotics and are required to construct, wear, analyze and critique a basic static orthotic. The environment subsystem is explored as students select intervention strategies based on ergonomic principles to improve select work environments. Additional environmental adaptations are explored via a team based, service learning project that involves home safety assessments of at-risk community residents and interventions to maximize occupational performance including the design and construction of wheelchair accessible ramps.

Learning Outcomes:
1. Identify components of health and wellness.
2. Develop adaptations for age appropriate occupations.
3. Identify the client factors that affect occupational performance.
4. Demonstrate skills in the evaluation process.
5. Select intervention strategies to facilitate occupational performance.

Specific Course Objectives (includes SCANS):
After studying the material presented in the texts, lecture, class discussions, Canvas assignments, and other resources, the student should be able to master all learning objectives listed below with a minimum competency of 75%.

1. Explain the need for orthotics, and design, fabricate, apply, fit and train in orthoses and devices used to enhance occupational performance and participation. Train in the safe and
### 2. Assess, grade, and modify the way persons, groups, and populations perform occupations and activities by adapting processes, modifying environments and applying ergonomic principles to reflect the changing needs of the client, sociocultural context and technological advances. **B.4.12 Orthoses and Prosthetic Devices**

2. Define the safe and effective application of (including indications, contraindications and precautions) superficial thermal agents, deep thermal agents, electrotherapeutic agents and mechanical devices as a preparatory measure to improve occupational performance. **B.4.17 PAMS**

4. Explain the need for and demonstrate strategies with assistive technologies and devices (electronic aids to daily living, seating and positioning systems, etc) used to enhance occupational performance. **B.4.11 Assistive Devices and Technologies**

5. Apply principles of the Americans with Disabilities Act as it relates to client accessibility and provide training in techniques to enhance community mobility and address transportation transitions, including driver rehabilitation and community access. **B.4.14 Community Mobility**

6. Provide training in techniques to enhance functional mobility, including car transfers and wheelchair management. **B.4.13 Functional Mobility (partial)**

7. Demonstrate an understanding of the intervention strategies that remediate and/or compensate for functional cognitive deficits, and visual deficits that affect occupational performance. **B.4.9 Remediation and Compensation (partial)**

8. Promote occupational therapy by educating other professionals, service providers, consumers, third party payers, regulatory bodies, and the public. **B.7.3 Promote OT**

9. Demonstrate the principles of the teaching–learning process using educational methods and health literacy education approaches to design activities and clinical training for persons, groups, and populations. **B.4.21 Teaching-Learning Process and Health Literacy**

10. Demonstrate actions that promote safety of self and others, adhering to safety regulations in the evaluation and intervention phases of the OT process. **B.3.7 Safety of Self and Others**

11. Provide direct interventions and procedures to clients to improve personal safety, health, wellness, and occupational performance. This includes the ability to select and deliver occupations and activities, preparatory methods and tasks (including therapeutic exercise), education, training, and advocacy. **B.4.10 Provide Interventions and Procedures**

12. Demonstrate clinical reasoning to address occupation based interventions, client factors, performance patterns and performance skills. **B.4.1 Clinical Reasoning**

13. Explain the importance of using psychometrically sound assessment tools when considering client needs, and cultural and contextual factors to deliver evidence-based intervention plans and strategies. **B.4.4 Standardized and Nonstandardized Screening and Assessment Tools**

14. Contribute to the evaluation process of client(s)’ occupational performance, including an occupational profile, by administering standardized and nonstandardized screenings and assessment tools and collaborating in the development of occupation-based intervention plans and strategies. **B.4.4 Standardized and Nonstandardized Screening and Assessment Tools**

*Bold numbers refer to the 2018 Educational Standards for the OTA established by the Accreditation Council for Occupational Therapy Education.*
### Methods of Instruction/Course Format/Delivery:

Course material will be presented in a variety of formats. Pre-class assignments may include text readings, AOTA Website readings and videos. Student will be expected to discuss and apply pre-class assignment materials. Both in-class and online discussions will be required.

<table>
<thead>
<tr>
<th>Objective/ACOTE Standard</th>
<th>Method of Measurement</th>
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<tbody>
<tr>
<td>3</td>
<td>Thermal and mechanical modality lab</td>
</tr>
<tr>
<td>1,3,4,7,11,12,13,14</td>
<td>Quizzes, daily lab assignments and exams</td>
</tr>
<tr>
<td>2</td>
<td>Ergonomic design assignment</td>
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<tr>
<td>2,11,14</td>
<td>Home evaluation assignment</td>
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<tr>
<td>4,5,6</td>
<td>Community mobility project</td>
</tr>
<tr>
<td>1,10,11,12,13,14</td>
<td>Orthotic fabrication assignment</td>
</tr>
<tr>
<td>8,9</td>
<td>Senior Expo Assignment</td>
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#### Major Assignments / Assessments:

The following items will be assigned during the semester and used to calculate the student’s final grade:

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Weight</th>
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<tbody>
<tr>
<td><strong>Individual Assignments</strong></td>
<td>60%</td>
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<tr>
<td>• Readiness Assessment Tests</td>
<td></td>
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<tr>
<td>• Written Exams</td>
<td></td>
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<tr>
<td>• Orthotic Assignment</td>
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<td>• Community Mobility Assignment</td>
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<tr>
<td>• Daily assignments (discussion postings, homework, lab assignments)</td>
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<tr>
<td>• Professional Skills Assessment</td>
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<tr>
<td><strong>Team Assignments</strong></td>
<td>30%</td>
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<tr>
<td>• Readiness Assessment Tests</td>
<td></td>
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<tr>
<td>• Labs &amp; Application Axs</td>
<td></td>
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<tr>
<td>• Home Evaluation Assignment</td>
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<td>• Senior Expo Assignment</td>
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<td>• Ergonomic Design Assignment</td>
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<td><strong>Professional Feedback</strong></td>
<td>10%</td>
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<td>• Team Feedback Sharing (around midterm)</td>
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#### Course Grade:

The grading scale is as follows:

<table>
<thead>
<tr>
<th>% Score</th>
<th>Letter Grade</th>
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<tbody>
<tr>
<td>90-100</td>
<td>A</td>
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<tr>
<td>80-89</td>
<td>B</td>
</tr>
<tr>
<td>75-79</td>
<td>C</td>
</tr>
<tr>
<td>60-74</td>
<td>D</td>
</tr>
<tr>
<td>Below 60</td>
<td>F</td>
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**Note 1:** No scores will be rounded.

**Note 2:** All rules and requirements described in the current Panola College Catalog, *The Pathfinder* and OTA Student Policy Manual will be reinforced throughout this course.
Students are required to:
1. Understand and comply with all instructional policies and procedures in the most current Panola OTA Student Policy Manual (attendance, assignment submission, makeup exams, professional and ethical behaviors and others).
2. Take the initiative to schedule additional skills practice or instruction needed with the course instructor.

Texts, Materials, and Supplies:
Early, M. B., (2013). *Physical Dysfunction Practice Skills for the Occupational Therapy Assistant. 3rd Ed.* St. Louis, MO: Elsevier

Other:
- For current texts and materials, use the following link to access bookstore listings: [http://www.panolacollegestore.com](http://www.panolacollegestore.com)
- For testing services, use the following link: [http://www.panola.edu/elearning/testing.html](http://www.panola.edu/elearning/testing.html)
- If any student in this class has special classroom or testing needs because of a physical learning or emotional condition, please contact the ADA Student Coordinator in Support Services located in the Charles C. Matthews Student Center or go to [http://www.panola.edu/student-success/disability-support-services/](http://www.panola.edu/student-success/disability-support-services/) for more information.
- Withdrawing from a course is the student’s responsibility. Students who do not attend class and who do not withdraw will receive the grade earned for the course.

SCANS CRITERIA

1) **Foundation skills are defined in three areas: basic skills, thinking skills, and personal qualities.**

a) **Basic Skills**: A worker must read, write, perform arithmetic and mathematical operations, listen, and speak effectively. These skills include:
   i) Reading: locate, understand, and interpret written information in prose and in documents such as manuals, graphs, and schedules.
   ii) Writing: communicate thoughts, ideas, information, and messages in writing, and create documents such as letters, directions, manuals, reports, graphs, and flow charts.
   iii) Arithmetic and Mathematical Operations: perform basic computations and approach practical problems by choosing appropriately from a variety of mathematical techniques.
   iv) Listening: receive, attend to, interpret, and respond to verbal messages and other cues.
   v) Speaking: Organize ideas and communicate orally.

b) **Thinking Skills**: A worker must think creatively, make decisions, solve problems, visualize, know how to learn, and reason effectively. These skills include:
   i) Creative Thinking: generate new ideas.
   ii) Decision Making: specify goals and constraints, generate alternatives, consider risks, and evaluate and choose the best alternative.
iii) Problem Solving: recognize problems and devise and implement plan of action.
iv) Visualize ("Seeing Things in the Mind's Eye"): organize and process symbols, pictures, graphs, objects, and other information.
v) Knowing How to Learn: use efficient learning techniques to acquire and apply new knowledge and skills.
vi) Reasoning: discover a rule or principle underlying the relationship between two or more objects and apply it when solving a problem.

c) Personal Qualities: A worker must display responsibility, self-esteem, sociability, self-management, integrity, and honesty.
i) Responsibility: exert a high level of effort and persevere toward goal attainment.
ii) Self-Esteem: believe in one's own self-worth and maintain a positive view of oneself.
iii) Sociability: demonstrate understanding, friendliness, adaptability, empathy, and politeness in group settings.
iv) Self-Management: assess oneself accurately, set personal goals, monitor progress, and exhibit self-control.
v) Integrity and Honesty: choose ethical courses of action.

2) Workplace competencies are defined in five areas: resources, interpersonal skills, information, systems, and technology.

a) Resources: A worker must identify, organize, plan, and allocate resources effectively.
i) Time: select goal-relevant activities, rank them, allocate time, and prepare and follow schedules.
ii) Money: Use or prepare budgets, make forecasts, keep records, and make adjustments to meet objectives.
iii) Material and Facilities: Acquire, store, allocate, and use materials or space efficiently. Examples: construct a decision time line chart; use computer software to plan a project; prepare a budget; conduct a cost/benefits analysis; design an RFP process; write a job description; develop a staffing plan.

b) Interpersonal Skills: A worker must work with others effectively.
i) Participate as a Member of a Team: contribute to group effort.
ii) Teach Others New Skills.
iii) Serve Clients/Customers: work to satisfy customer's expectations.
iv) Exercise Leadership: communicate ideas to justify position, persuade and convince others, responsibly challenge existing procedures and policies.
v) Negotiate: work toward agreements involving exchange of resources, resolve divergent interests.
vi) Work with Diversity: work well with men and women from diverse backgrounds. Examples: collaborate with a group member to solve a problem; work through a group conflict situation, train a colleague; deal with a dissatisfied customer in person; select and use appropriate leadership styles; use effective delegation techniques; conduct an individual or team negotiation; demonstrate an understanding of how people from different cultural backgrounds might behave in various situations.

c) Information: A worker must be able to acquire and use information.
i) Acquire and Evaluate Information.
ii) Organize and Maintain Information.
iii) Interpret and Communicate Information.
iv) Use Computers to Process Information. Examples: research and collect data from various sources; develop a form to collect data; develop an inventory record-keeping system; produce a report using graphics; make an oral presentation using various media; use on-line computer data bases to research a report; use a computer spreadsheet to develop a budget.

d) Systems: A worker must understand complex interrelationships.
i) Understand Systems: know how social, organizational, and technological systems work and operate effectively with them.
ii) Monitor and Correct Performance: distinguish trends, predict impacts on system operations, diagnose deviations in systems' performance and correct malfunctions.
iii) Improve or Design Systems: suggest modifications to existing systems and develop new or alternative systems to improve performance.
Examples: draw and interpret an organizational chart; develop a monitoring process; choose a situation needing improvement, break it down, examine it, propose an improvement, and implement it.

e) **Technology**: A worker must be able to work with a variety of technologies.

i) Select Technology: choose procedures, tools or equipment including computers and related technologies.

ii) Apply Technologies to Task: understand overall intent and proper procedures for setup and operation of equipment.

iii) Maintain and Troubleshoot Equipment: Prevent, identify, or solve problems with equipment, including computers and other technologies.

Examples: read equipment descriptions and technical specifications to select equipment to meet needs; set up and assemble appropriate equipment from instructions; read and follow directions for troubleshooting and repairing equipment.