Catalog Description:
This course is the study of the pathology and general health management of diseases and injuries across the lifespan encountered in occupational therapy treatment settings. Topics include etiology, symptoms, and the client’s physical and psychological reactions to diseases and injuries.

Prerequisites: OTHA 1405, 1260, 1415

Semester Credit Hours: 3
Lecture Hours per Week: 3
Lab Hours per Week: 1
Contact Hours per Semester: 64

State Approval Code: 510803

Class Section Meeting Times:

Instructional Goals:
The student will identify the fundamental characteristics of common diseases and conditions that impact occupational performance of individuals across developmental stages infant to adolescent. Occupational performance deficits related to disease in injury will be explored as well as general occupational therapy intervention strategies and clinical documentation. Students will identify client factors, contexts and performance patterns and how they affect the client's ability to engage in life sustaining occupations. Students will identify OT approaches and methods proven to enhance occupational performance and document those services.

Relationship to Curriculum:
Using the PEO Model as a guide, students will learn how selected injury and disease commonly impact client factors and, subsequently, occupational performance. Emphasis is placed on the patient’s illness experience as it relates to the quality and degree they are able to engage in daily occupations. Students use research to identify evidence based OT interventions associated with specific pathologies. The focus of this course is for the student to identify and understand the correlation between diagnoses and how they affect the patient, as well as their environment and occupations.

Learning Outcomes:
1. Identify characteristics of diseases and conditions.
2. Identify the effects of diseases and conditions on occupational performance.
3. Identify occupation-based interventions.

Specific Course Objectives (includes SCANS):
After studying the material presented in texts, lecture, course handouts, Canvas assignments, and other resources, the student should be able to complete all learning objectives listed below with a minimum competency of 75%.
1. Demonstrate knowledge of human development, including developmental psychology, throughout the lifespan (infants, children, adolescents, adults, and older adults). B.1.1
2. Demonstrate knowledge of concepts of human behavior including behavioral sciences, social sciences and the science of occupation. B.1.1
3. Demonstrate knowledge of the social determinants of health for persons, groups, and populations with or at risk for disabilities and chronic health conditions. This must include an understanding of the epidemiological factors that impact the public health and welfare of populations. B.1.3
4. Demonstrate knowledge of scientific evidence as it relates to the importance of balancing areas of occupation; the role of occupation in the promotion of health; and the prevention of disease, illness, and dysfunction for persons, groups, and populations. B.3.4
5. Demonstrate knowledge of the effects of disease processes including heritable diseases, genetic conditions, mental illness, disability, trauma, and injury on occupational performance. B.3.5
6. Identify and communicate to the occupational therapist the need to refer to specialists both internal and external to the profession, including community agencies. B.4.26
7. Using M.P. Baker Library resources, locate and demonstrate understanding of professional literature, including the quality of the source of information, to make evidence-based practice decisions in collaboration with the occupational therapist. B.6.1
8. Promote the use of appropriate home and community programming to support performance in the client’s natural environment and participation in all relevant contexts. B.5.17
9. Through team based learning activities, demonstrate effective interpersonal collaboration skills required for planning, delivering and evaluating client centered care. B.5.25
10. Demonstrate the ability to effectively communicate ideas to justify a position, professionally challenge, persuade and convince others – advanced skills required to advocate for the client, group or population. B.5.2

Scans Workplace Competencies

<table>
<thead>
<tr>
<th>Basic Skills</th>
<th>Workplace Skills</th>
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<tbody>
<tr>
<td>A. i, ii, iv, v</td>
<td>A. i, iii, iv, v</td>
</tr>
<tr>
<td>B. i, ii, iii, iv, v</td>
<td>B. i, ii, iii</td>
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<tr>
<td>C. i, ii, iii, iv, v</td>
<td>C. i, ii, iii, iv</td>
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<td>D. i</td>
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<td>E. i</td>
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Course Content:
A general description of lecture/discussion topics included in this course are listed in the Learning Objectives / Specific Course Objectives sections of this syllabus.

Methods of Instruction/Course Format/Delivery:
This course is offered in a face to face, Web-enhanced format. Course material will be presented in a variety of formats. Pre-class assignments available via Canvas may include text readings, content page readings, voice over PowerPoint presentation 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>Acote Standard/Objective</th>
<th>Method of Measurement</th>
</tr>
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<tbody>
<tr>
<td>1, 2, 3, 4, 5, 6, 7, 8, 9</td>
<td>Written exams, quizzes, iRATs, tRATS, lab assignments</td>
</tr>
<tr>
<td>7</td>
<td>Evidence Based Practice Assignment</td>
</tr>
<tr>
<td>9, 10</td>
<td>Professional Peer review</td>
</tr>
<tr>
<td>1-10</td>
<td>Assignment/ Team assignments</td>
</tr>
</tbody>
</table>
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>Exams: Exam 1 -20% ; Exam 2 -20%</td>
<td>40%</td>
</tr>
<tr>
<td>Professional Development- Peer Review</td>
<td>5%</td>
</tr>
<tr>
<td>Individual Assignments and quizzes</td>
<td>30%</td>
</tr>
<tr>
<td>Team Assignments and quizzes</td>
<td>25%</td>
</tr>
</tbody>
</table>

Course Grading:

<table>
<thead>
<tr>
<th>% Score</th>
<th>Letter Grade</th>
</tr>
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<tbody>
<tr>
<td>90-100</td>
<td>A</td>
</tr>
<tr>
<td>80-89</td>
<td>B</td>
</tr>
<tr>
<td>75-89</td>
<td>C</td>
</tr>
<tr>
<td>60-74</td>
<td>D</td>
</tr>
<tr>
<td>Below 60</td>
<td>F</td>
</tr>
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</table>

Note 1: No scores will be rounded.
Note 2: All rules and regulations printed in the College catalog, The Pathfinder and the OTA Student Policy Manual will be reinforced throughout this course.
Note 3: The OTA Program will not tolerate any form of academic dishonesty as defined in The Pathfinder or unethical behaviors as defined in the OTA Program’s Student Policy Manual. Any student participating in academic dishonesty or unethical behaviors of any type will receive a zero (0) on the assignment or exam and may be subject to further disciplinary action.

Texts, Materials, and Supplies:
Required Texts:

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.

Student Are Required To:
1. Comply with all instructional policies and procedures in the Panola OTA Student Policy Manual.
2. Complete pre class assignments prior to class.

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3. Actively participate in class discussions and experiences.
4. Take the initiative to obtain all materials missed due to absences.
5. Take the initiative to request and schedule any additional practice or instruction needed with a course instructor.

**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.