Catalog Description: The study of pathology and health management of conditions and injuries encountered in adult occupational therapy treatment settings. Topics include the etiology and symptoms of common conditions and their impact on occupational performance with specific emphasis on advanced techniques and evidence based interventions. Including, the study and application of advanced techniques and interventions used in traditional and non-traditional settings.

Prerequisites: OTHA 1405, 1409, 1415, 2301, 1341, 2260, 2261, 2235

Semester Credit Hours: 4
Lecture Hours = 3
Lab Hours = 2
Extended hours: 0
Contact Hours per Semester: 80

State Approval Code: 510803

Instructional Goals and Relationship to Curriculum:
In this course students learn to select and facilitate preparatory, purposeful and occupation based interventions designed to optimize occupational performance. Through case scenarios and lab activities students learn to identify aspects of the person subsystem (cognitive, neuromotor, sensory, etc.) that are affecting performance, which occupations the client wants or needs to complete and how various settings and environments impact the recovery process. The student will identify components of health and wellness, develop adaptations for age appropriate occupations, and identify client factors that affect occupational performance, demonstrate skills in the intervention process and select intervention strategies to facilitate occupational performance. With the instructor, students collaboratively develop intervention goals and then students work in teams, to select interventions that address the plan of care. Students must master ADL retraining, advanced patient transfer skills, and bed mobility to proficiency. Video technology is used to support content mastery of these required skills. While purposeful and occupation based interventions are the primary focus of this course, students also experientially learn about the importance and appropriate use of preparatory techniques such as physical agent modalities, therapeutic bed positioning, energy conservation and therapeutic exercise and their role in supporting occupational performance. Students promote the profession of OT through participation in fabrication of adaptive devices designed to improve independence in selected areas of occupation and learn how to document OT services in a variety of settings. This course is tightly integrated with its corresponding clinical course, OTHA 2262.

Learning Outcomes:
1. Develop and prioritize techniques for planning, selecting, and implementing occupations or activities for specific populations.
2. Teach compensatory strategies to enhance occupational performance.
3. Identify characteristics of diseases and conditions and their effects on occupational performance.
4. Implement safety in practice.
5. Generate advanced documentation for clinical interventions.

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. Demonstrate knowledge and understanding of the structure and function of the human body to include the biological and physical sciences. Course content must include, but is not limited to, anatomy, physiology and biomechanics. B.1.1
2. Demonstrate knowledge and understanding of human development throughout the lifespan (adults and older adults). Course content must include, but is not limited to, developmental psychology. B.1.2.
3. Articulate the importance of using statistics, tests, and measurements for the purpose of delivering evidence-based practice. B.1.7
4. Demonstrate the ability to articulate to consumers, potential employers, colleagues, third-party payers, regulatory boards, policymakers, other audiences, and the general public both the unique nature of occupation as viewed by the profession of occupational therapy and the value of occupation to support performance, participation, health, and well-being. B.2.3
5. Explain the role of occupation in the promotion of health and the prevention of disease and disability for the individual, family, and society. B.2.5
6. Understand the effects of heritable diseases, genetic conditions, disability, trauma, and injury to the physical and mental health and occupational performance of the individual. B.2.6
7. Explain the need for and use of compensatory strategies when desired life tasks cannot be performed. B.2.10
8. Gather and share data for the purpose of evaluating client(s)’ occupational performance in activities of daily living (ADLs), instrumental activities of daily living (IADLs), education, work, play, rest, sleep, leisure, and social participation. B.4.4
9. Document occupational therapy services to ensure accountability of service provision and to meet standards for reimbursement of services, adhering to the requirements of applicable facility, local, state, federal, and reimbursement agencies. Documentation must effectively communicate the need and rationale for occupational therapy services. B.4.10
10. Assist with the development of occupation-based intervention plans and strategies (including goals and methods to achieve them) on the basis of the stated needs of the client as well as data gathered during the evaluation process in collaboration with the client and others. Intervention plans and strategies must be culturally relevant, reflective of current occupational therapy practice, and based on available evidence. B.5.10.
11. Demonstrate the ability to provide training in self-care, self-management, health management and maintenance, home management, and community and work integration. B.5.5
12. Provide development, remediation, and compensation for physical, mental, cognitive, perceptual, neuromuscular, behavioral skills, and sensory functions (e.g., vision, tactile, auditory, gustatory, olfactory, pain, temperature, pressure, vestibular, proprioception). B.5.6
13. Demonstrate the ability to provide training in techniques to enhance functional mobility, including physical transfers, wheelchair management, and mobility devices. B.5.12
14. Identify strategies to enable feeding and eating performance (including the process of bringing food or fluids from the plate or cup to the mouth, the ability to keep and
manipulate food or fluid in the mouth, and the initiation of swallowing) and train others in precautions and techniques while considering client and contextual factors. B.5.14

15. Demonstrate effective use of the teaching-learning process with the client, family, significant others, colleagues, other health providers, and the public. Collaborate with the occupational therapist and learner to identify appropriate educational methods. B.5.19

16. Teach compensatory strategies, such as use of technology and adaptations to the environment, that support performance, participation, and well-being. B.5.24

17. Articulate the importance of how scholarly activities and literature contribute to the development of the profession. Effectively locate and understand information, including the quality of the source of information. B.8.1/B.8.2

18. Use professional literature to make evidence-based practice decisions in collaboration with the occupational therapist. B.8.3

19. Use M.P. Baker Library database aggregators to research and discuss evidence based OT intervention approaches and strategies that have been proven to enhance occupational performance. Demonstrate the skills to read and understand a scholarly report. B.8.8.

20. Identify personal and professional abilities and competencies as they relate to job responsibilities. B.9.6

21. Identify strategies to assist the consumer in gaining access to OT services. B.9.12

22. Demonstrate the ability to effectively perform a self-analysis and peer analysis of professional work behaviors. B.9.6, B.9.13

23. Demonstrate cooperative learning, self-directed learning and interpersonal skills required to function as a productive team member. B.5.20, B.5.21, B.5.25, B.9.10

24. On the basis of the intervention plan, demonstrate safe and effective administration of superficial thermal and mechanical modalities to achieve established goals while adhering to contraindications and precautions. B.5.15

*Bold numbers refer to the 2011 Educational Standards for the OTA established by the Accreditation Council for Occupational Therapy Education.

<table>
<thead>
<tr>
<th>SCANS</th>
<th>Basic Skill Competencies</th>
<th>Workplace Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. i, ii, iii, iv, v</td>
<td>A. i, iii, iv,</td>
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<tr>
<td>B. i, ii, iii, v</td>
<td>B. i, ii, iv</td>
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<tr>
<td>C. i, iii,</td>
<td>C. i, ii, iii, iv</td>
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<td>D. iii</td>
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Methods of Instruction/Course Format/Delivery:
This course is delivered in an on campus format with five (5) hours a week delivered face to face. Course material will be presented in a variety of formats. Pre-class assignments may include text readings, website readings, research, and videos. Students 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>
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<tbody>
<tr>
<td>1, 2, 6, 7, 8, 21, 19, 21</td>
<td>In order to measure the student’s ability to identify characteristics of specific conditions treated by OT and select appropriate interventions, 90% of the students will earn at least an average score of 80% on Final Exam, Quizzes (IRAT/TRAT), Application Activities, Gaining Access Assignment, and Discussion Boards.</td>
</tr>
<tr>
<td>20, 22, 23</td>
<td>In order to measure the student’s ability to critique his or her own professional behaviors, 90% of the students will earn at least an average score of 85% on the Professional Behavior</td>
</tr>
</tbody>
</table>
In order to measure the student’s ability to identify characteristics of specific conditions treated by OT and select appropriate interventions, 90% of the students will earn at least an average score of 80% on Treatment Plan and Treatment Notes Assignments.

In order to measure the student’s ability to teach compensatory strategies, such as use of technology and adaptations to the environment, that support performance, participation, and well-being, 90% of the students will earn at least an average score of 85% on the Adaptive Equipment Assignment.

Major Assignments / Assessments / Course Grading:
The following items will be assigned during the semester and used to calculate the student’s final grade. The grading scale is as follows.

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam</td>
<td>25%</td>
</tr>
<tr>
<td>Treatment Plans/Notes/Assignments/Labs</td>
<td>25%</td>
</tr>
<tr>
<td>IRAT</td>
<td>25%</td>
</tr>
<tr>
<td>TRAT</td>
<td>10%</td>
</tr>
<tr>
<td>Adaptive Equipment Assignment</td>
<td>10%</td>
</tr>
<tr>
<td>Peer Feedback / PDA</td>
<td>5%</td>
</tr>
</tbody>
</table>

<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>75-79</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 regulations printed in the College catalog, The Pathfinder and the OTA Student Policy Manual will be reinforced throughout this course.

It is the student’s responsibility 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. Complete all pre-class assignments prior to class.
3. Actively participate in class discussions and experiences.
4. Take the initiative to obtain all materials missed due to absence.
5. Take the initiative to schedule any additional practice or instruction time needed with the course instructor.

Texts, Materials, and Supplies:


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

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/ 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.