

**Bossier Parish Community College
Master Syllabus**

Course Prefix and Number: OCTA 203

Credit Hours: 3

Course Title: Physical Challenges to Occupation

Course Prerequisite: Enrollment in the OCTA program courses is limited to those students who have been selected and admitted to the professional phase of the program. Program courses are sequenced by semester and must be taken as a group each semester per program requirements and policies.

Textbooks/ Learning Resources:

Required textbook:

Early, Mary Beth; Physical Dysfunction Practice Skills for the Occupational Therapy Assistant, 4th edition

Supplemental textbook:

Ryan, Sally E.; Ryan's Occupational Therapy Assistant: Principles, Practice Issues, and Techniques, 4th edition

Pendleton, Heidi McHugh; Pedretti's Occupational Therapy Practice Skills for Physical Dysfunction, 7th edition

Course Description:

This course will provide knowledge of occupational therapy assessments and strategies for the OTA to use along with the OTR in gathering data and in assessing individuals in the adult population with various major medical diagnoses that have altered the individual's performance in areas of occupation (ADL, IADL, health management, education, play, work, leisure, rest and sleep and social participation). Topics include evaluation and assessment of client factors, activity analysis, intervention principles and the role of the OT practitioner in various practice areas. Students will apply didactic knowledge to the clinical setting in a variety of Level I-A fieldwork settings.

Relationship to Curriculum Design: Discuss threads

This course is designed to provide knowledge about the scope, theory, and approaches to practice and the assessment procedures and intervention principles for identifying physical deficits and its affect on occupation. Level I-A fieldwork is integrated throughout the course to enhance the comprehension and application of course content in a clinical setting, including but not limited to professionalism, affective skills, communication skills, observation skills, and clinical reasoning.

Learning Outcomes:

At the end of this course the student will be able to:

- A. *Demonstrate knowledge of general medical conditions and their impact on the treatment of physical dysfunction through effective research skills and data interpretation.*
- B. Apply the main concepts of OTPF, models of practice, and frames of reference to the practice of physical disabilities

- C. Apply assessment data and procedures to intervention strategies
- D. Describe how the occupations of ADL, and IADL are changed with physical disabilities
- E. Compare the role of the OTA and OTR in the evaluation and treatment of physical dysfunctions
- F. Utilize knowledge of common adaptive equipment in the assessment and intervention in clients with physical dysfunction

Course Objectives

To achieve the learning outcomes, the student will:

1. Demonstrate activity analysis in areas of occupation, performance skills, performance patterns, context(s) and environments, and client factors to implement the intervention plan. **(B.3.6) B,C**
2. Utilize clinical reasoning to facilitate occupation-based interventions that address client factors. This must include interventions focused on promotion, compensation, adaptation, and prevention. **(B.4.3) A**
3. 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) A**
4. Demonstrate knowledge of and apply-the interaction of occupation and activity, including areas of occupation, performance skills, performance patterns, context(s) and environments, and client factors. **(B.3.2) B**
5. Describe the following approaches (practice models), biomechanical, sensorimotor and motor learning, and rehabilitation **B**
6. Discuss psychological consequences and attitudes toward physical dysfunction and how occupation is affected and list the expected stages of the adjustment process **D**
7. Demonstrate effective intraprofessional OT/OTA collaboration to explain the role of the occupational therapy assistant and occupational therapist in the screening and evaluation process. **(B.4.24) E**
8. Demonstrate awareness of the principles of interprofessional team dynamics to perform effectively in different team roles to plan, deliver, and evaluate patient- and population-centered care as well as population health programs and policies that are safe, timely, efficient, effective, and equitable. **(B. 4.25)**
9. Describe normal muscle tone, abnormal muscle tone and the impact on occupation **C**
10. Discuss various types of incoordination, the OT assessment, and tests for upper limb function **C**
11. Describe concepts of motor learning and its effect on occupation **D**
12. Identify factors that affect motor learning and list and describe the stages of motor learning **D**
13. Contrast various types of feedback and their effects on learning **D**
14. 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.
 - To instruct and train the client, caregiver, family, significant others, and communities at the level of the audience. **(B.4.21) B,E**
15. Describe purposeful activity and the therapeutic objectives met when using purposeful activity **B**

16. Demonstrate understanding of activity analysis and compare/contrast adapting and grading of activity **B**
17. List the two approaches to evaluating occupational performance **B,D**
18. 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.
 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.
 Intervention plans and strategies must be client centered, culturally relevant, reflective of current occupational therapy practice, and based on available evidence. **(B.4.4) B,C,D**
19. Discuss the sexual aspects of disability **(H)**
20. Describe general and specific techniques for ADL retraining **D, F**
21. Identify adaptive equipment and its purpose(s) **F**
22. Discuss basic pharmacology related to OTA **C**
23. Discuss basic Lab values and their relation to OTA in the acute care setting **C**

Topical Outline

- I. Occupational Therapy and Physical Disabilities: Scope, Theory, and Approaches to Practice
 - A. Theories and models
 - B. Occupational Therapy Practice Framework
 - C. Human occupation
 - D. Practice approaches
 - E. Treatment continuum in Physical disabilities practice
- II. The Disability Experience and the Therapeutic Process
 - A. A context: The model of human occupation
 - B. A context: The development stages
 - C. Psychosocial consequences and attitudes toward persons with physical dysfunction
 - D. Adjustment to Physical dysfunction
 - E. Psychosocial considerations in treatment of physical dysfunction
- III. Essential Elements of General Medical Conditions and Diseases
 - A. Conditions and Diseases of the Circulatory System
 - B. Conditions and Diseases of the Respiratory System
 - C. Conditions and Diseases of the Digestive System
 - D. Conditions and Diseases of the Endocrine System
 - E. Conditions and Diseases of the Reproductive and Urinary Systems
 - F. Conditions and Diseases of the Integumentary System
 - G. Infectious Diseases
- IV. Introduction to CVA
 - A. Neuroanatomy
 1. Parts of the CNS
 2. Functions of the CNS
 - B. CVA
 1. Types
 2. Risk factors

- V. Teaching and Learning in Occupational Therapy
 - A. Concepts of motor learning
 - B. Principles and methods of teaching
 - C. Methods of teaching
- VI. OT Process: Evaluation and Intervention in Physical Dysfunction
 - A. Steps in the OT Process
 - B. Evaluation process
 - C. Intervention planning
 - D. Implementing the treatment plan
 - E. Discharge planning and discontinuation of treatment
- VII. Evaluation of Occupational Performance
 - A. Definitions
 - B. Evaluation of Occupational performance in activities of daily living
 - C. Evaluation of ADL and IADL
 - D. *Activity Analysis*
- VIII. Assessment of Motor Control and Functional Motion
 - A. Postural mechanism
 - B. Evaluating upper extremity motor recovery
 - C. Coordination
- IX. Acute Care

Course Grading: The student's grade for this course will be based on:

- Written Exams which comprise 60% of final grade (average of all written exams) and
- Class Activities, assignments, Fieldwork requirements and Participation which comprise 40% of final grade
 - Activities, Assignments, FW requirements, Professional Behavior and Attendance are 35%
 - Comprehensive Final Case Based Learning is 5%

Course Grading: The student's grade for this course will be based on:

- Written Exams which comprise 60% of final grade (average of all written exams) **and**
- Class Activities, CBL, assignments, course notebook, fieldwork requirements, participation, professional behavior and attendance which comprise 40% of final grade
 - 30% class activities, assignments, fieldwork requirements
 - 5% active participation, professional behavior and attendance
 - 5 % Comprehensive Final Case based learning practical (CBL)

Instructional methods include presentation, case studies, small group activities, video presentation, role play, and Level I-A fieldwork in a variety of clinical settings.

Course Requirements: To earn a grade of "C" or higher the student must earn 70% of the total possible points for the courses and achieve all of the course requirements listed below:

- Satisfactory completion of all assignments (minimum score of 75%)
- Successful completion of fieldwork requirements – See fieldwork addendum for

specific objectives and assignments

Student Expectations:

- a. Course faculty will determine if class absence is excused. Unexcused absences will result in a zero (0) for the exam, assignment, or class participation due on the date of absence.
- b. **One** tardy will be excused per semester. All other tardies will constitute a decrease of one percentage point each in final grade.
- c. Make-up work or exams for excused absences will be given at the discretion and convenience of the instructor.
- d. Satisfactory completion of ALL assignments is required. Late assignments will receive a 10% deduction per day. Instructor has discretion to give a grade of zero for late assignments and is determined on a case by case basis.
- e. All written work will be typed and produced according to the *APA Publication Manual, 7th edition* unless otherwise indicated in assignment directions.
- f. **Active** participation during class time, community outings, fieldwork experiences, and other professional experiences is mandatory. Passive note taking and silent observation is not considered active participation.
- g. Professional development is an integral part of becoming an Occupational Therapy Assistant. Students are expected to accept constructive criticism from faculty and peers and modify behavior accordingly.
- h. Advising appointment requests with faculty must be made in writing.

Course Grading Scale:

A - 90% or more of total possible points and satisfactory completion of all assignments, activities and/or presentations.

B – 80-89% or more of total possible points and satisfactory completion of all assignments, activities and/or presentations.

C – 70-79% or more of total possible points and satisfactory completion of all assignments, activities and/or presentations.

D – 60-69% or more of total possible points and satisfactory completion of all assignments, activities and/or presentations.

F - Less than 60% of total possible points and satisfactory completion of all assignments, activities and/or presentations.

Students must have a "C" or better and a semester GPA of 2.5 or better to receive credit toward the OTA program requirements and to move to the next level of coursework.

** Lab competencies are scored differently than written exams. All mistakes result in a point deduction for grading purposes. However, failure to demonstrate fundamental competency, safety or professionalism in the execution of the skill as evaluated by the course instructor(s) will result in an immediate failing score. The student will then be required to re-test on the skill preceding fall/spring clinical practice experiences with the specific scheduling and format for such being at the discretion of the primary course instructor but the responsibility of the student. The student will be given up to two additional testing attempts to demonstrate competency. If unable to safely, competently and professionally execute the skill on subsequent attempts, the student will be given a failing grade for the course and will not continue in the clinical program. The remediation scores will not replace the first attempt test score.

The syllabus is comprehensive and covers a lot of detail. Read it carefully and ask questions about anything you do not understand. The syllabus is subject to change, but all changes will be announced as far in advance as possible.

Attendance Policy: The college attendance policy, which is available at <http://catalog.bpcc.edu/content.php?catoid=4&navoid=231&hl=attendance&returnto=search#class-attendance>, allows that “more restrictive attendance requirements may apply to some specialized classes such as laboratory, activity, and clinical courses because of the nature of those courses.” The attendance policy of the OTA program is described in the OTA Program Student Handbook.

Nondiscrimination Statement

Bossier Parish Community College does not discriminate on the basis of race, color, national origin, gender, age, religion, qualified disability, marital status, veteran's status, or sexual orientation in admission to its programs, services, or activities, in access to them, in treatment of individuals, or in any aspect of its operations. Bossier Parish Community College does not discriminate in its hiring or employment practices.

COORDINATOR FOR SECTION 504 AND ADA

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Equity/Compliance Coordinator

Teri Bashara, Director of Human Resources

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Updated M. Allison 8/20