

**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, 4<sup>th</sup> edition

**Supplemental textbook:**

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

Pendleton, Heidi McHugh; Pedretti's Occupational Therapy Practice Skills for Physical Dysfunction, 7<sup>th</sup> 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:**

This course is designed to assist the student in **professional and personal development** by providing knowledge about the scope, theory, and approaches to practice and the assessment procedures and intervention principles for identifying physical deficits and its effect on occupation in the adult population. **Scholarship of Teaching and Learning and Application** are implemented throughout the program and provide students opportunities to utilize research skills, problem solve, and apply clinical reasoning during presentations and data interpretation. Students are guided through assessment and observation experiences which incorporate oral and written communication and **clinical reasoning skills** that increase in complexity. These experiences begin with acquiring knowledge of general medical conditions and the impact these conditions have on individuals and their functional abilities in their daily life events. Students will build on this knowledge by applying the assessment data and procedures to beginning intervention strategies to address deficits to improve an individual's independence in ADL and IADL. Students will utilize knowledge of common adaptive equipment in the assessment and intervention in clients with physical dysfunction. Students will utilize the process of activity analysis to identify the "just right challenge" for a client and encouraged to use therapeutic use of self in addresses individual differences in order to best utilize **occupation-based** activities for

intervention. Application of the OTPF and evidence-based practice is emphasized through student-driven **evidenced-based research** and applied to adult conditions and case studies to create an appropriate plan of care with presentations of findings to the class. Students are encouraged to do a deeper dive into the psychosocial dysfunction that an individual may experience not only through effects of the disease process on occupation, but to include the effects of the disability in relation to social interactions of the individual with their **community**. Interactive and student-centered learning is emphasized through class discussion, group activities, interactive labs, case studies, role-play, presentations, and reflection. Students will integrate information with demonstration in a case-based learning practicum that encourages the utilization of **occupation-based** interventions. 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.

### **Teaching/Learning Method and Instructional Delivery:**

Course content will be delivered through on-campus lectures and labs with supplemental coursework through Canvas and fieldtrips. Level I-A fieldwork in Adult settings is also integrated in this course.

Instructional methods include power point lectures including voice over presentations, case studies, online discussion board activities and assignments, quizzes, group activities, video analysis, lecture, fieldtrips, skills training and demonstration, role play, and level I-A fieldwork.

Students will demonstrate learning through:

1. Assigned readings
2. Student participation through completion of:
  - a. Pre-class activities and prep work
  - b. Learning through group discussion and class activities
  - c. Independent assignments
  - d. Discussion board activities
  - e. Exams
  - f. Fieldwork evaluations

### **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 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) A**
2. Apply scientific evidence, theories, models of practice, and frames of reference that underlie the practice of occupational therapy to guide and inform interventions for persons, groups, and populations in a variety of practice contexts and environments. **(B.2.1) A, B**
3. 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) D**
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) A**
5. 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**
6. Demonstrate therapeutic use of self, including one's personality, insights, perceptions, and judgments, as part of the therapeutic process in both individual and group interaction. **(B.4.1)**
7. Demonstrate clinical reasoning to address occupation-based interventions, client factors, performance patterns, and performance skills. **(B.4.2) B**
8. 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,B**
9. 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**
10. 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**
11. 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.3.3) A**
12. Describe the following approaches (practice models), biomechanical, sensorimotor and motor learning, and rehabilitation **B**
13. Discuss psychological consequences and attitudes toward physical dysfunction and how occupation is affected and list the expected stages of the adjustment process **D**
14. Demonstrate an understanding of the intervention strategies that remediate and/or compensate for functional cognitive deficits, visual deficits, and psychosocial and behavioral health deficits that affect occupational performance. **(B.4.9, C.1.7.) D**
15. Provide direct interventions and procedures to persons, groups, and populations to enhance safety, health and wellness, and performance in occupations. This must include the ability to select and deliver occupations and activities, preparatory methods and tasks (including therapeutic exercise), education and training, and advocacy. **(B.4.10) C, F**

16. 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.4.18) C**
17. Demonstrate the principles of the teaching–learning process using educational methods and health literacy education approaches:
18. To design activities and clinical training for persons, groups, and populations.
19. To instruct and train the client, caregiver, family, significant others, and communities at the level of the audience. **(B.4.21).D,F**
20. 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**
21. Under the direction of an occupational therapist, collect, organize, and report on data for evaluation of client outcomes. **(B.4.6) C**
22. Engage in the consultative process with persons, groups, programs, organizations, or communities in collaboration with inter- and intraprofessional colleagues. **(B.4.19) E**
23. 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**
24. 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) E**
25. Describe normal muscle tone, abnormal muscle tone and the impact on occupation **C**
26. Discuss various types of incoordination, the OT assessment, and tests for upper limb function **C**
27. Describe concepts of motor learning and its effect on occupation **D**
28. Identify factors that affect motor learning and list and describe the stages of motor learning **D**
29. Contrast various types of feedback and their effects on learning **D**
30. 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**
31. Demonstrate knowledge of various reimbursement systems and funding mechanisms (e.g., federal, state, third party, private payer), treatment/diagnosis codes (e.g., CPT®, ICD, DSM® codes), and coding and documentation requirements that affect consumers and the practice of occupational therapy. Documentation must effectively communicate the need and rationale for occupational therapy services. **(B.4.29) A**
32. Describe purposeful activity and the therapeutic objectives met when using purposeful activity **B**
33. Demonstrate understanding of activity analysis and compare/contrast adapting and grading of activity **B**
34. List the two approaches to evaluating occupational performance **B,D**

35. 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**
36. 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. Explain how scholarly activities and literature contribute to the development of the profession. **(B.6.1)**
37. 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. Explain how scholarly activities and literature contribute to the development of the profession. **(B.6.6)**  
**A**
38. Discuss the sexual aspects of disability **(H)**
39. Describe general and specific techniques for ADL retraining **D, F**
40. Identify adaptive equipment and its purpose(s) **F**
41. Discuss basic pharmacology related to OTA **C**
42. 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
    1. Adult Assessments
  - 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, CBL, assignments, course notebook, fieldwork requirements, participation, professional behavior and attendance which comprise 40% of final grade
  - 35% Class activities, assignments, fieldwork assignments, fieldwork evaluations, active participation, professional behavior and attendance (assessed by rubric)
  - 5 % Comprehensive Final Case based learning practical (CBL)

Instructional methods include lecture, presentation, case studies, small group activities, skills training and demonstration, and video observation and analysis.

**Canvas Modules contain:**

- Prep Work
- Presentation (power point)
- Presentation supplements (if applicable) such as handouts, videos, or links to information that are part of the presentation – also “testable” material
- Discussion Board assignments and Assignments to be uploaded (if applicable)

- Lecture Activities

### **Assignments**

If an assignment instructs you to submit through MyBPCC Canvas, then you will be expected to submit the assignment through MyBPCC Canvas (don't email assignments to instructor).

**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

### **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.

### **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. Preparation is required to engage in class activities.
- h. Professional behaviors and development are integral parts of becoming an Occupational Therapy Assistant. Students are expected to accept constructive criticism from faculty and peers and modify behavior accordingly.
- i. Advising appointment requests with faculty must be made in writing.

**More detailed information available in the OTA Program Student Handbook.**

### **Professional Behavior:**

In addition to requirements related to technical skill development during class/lab and fieldwork practice experiences, the Program additionally expects students to demonstrate affective behaviors consistent with a “professional.” Students are expected to conduct themselves in a professional manner at all times, including written and verbal communication. The policies and procedures of the Program and of the Fieldwork Facility must be adhered to and additionally the student should conform to the principles outlined in the AOTA Guide for Professional Conduct and the AOTA Code of Ethics.

### **Netiquette**

This term is used to describe accepted, proper behavior on the Internet. Remember the following when communicating online (messages, discussions, etc.):

- A good rule of thumb: If you would not say it to the recipient face-to-face, do not type it and send it electronically.
- Never post profanity, racist, or sexist messages
- Be respectful of fellow students and instructors
- Never insult any person or their message content
- Never plagiarize or publish intellectual property
- Do not use text messaging abbreviations or street slang
- Do not type in all CAPS (this is considered online yelling)

**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

Angie Cao, Student and Disability Services Specialist

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Equity/Compliance Coordinator

Teri Bashara, Director of Human Resources

Human Resources Office, A-105

6220 East Texas Street

Bossier City, LA 71111

Phone: 318-678-6056

Hours: 8:00 a.m.-4:30 p.m. Monday - Friday, excluding holidays and weekends.

***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.***

**Updated M. Allison 5/22**