

**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, 3rd 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, education, play, work, leisure, 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 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.
- 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. Determine 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 task analysis in areas of occupation, performance skills, performance patterns, activity demands, context(s) and environments, and client factors to implement the intervention plan. **(B.2.7) B,C**
2. Explain the need for and use of compensatory strategies when desired life tasks cannot be performed. **(B.2.10) A**
3. 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) A**
4. Describe the meaning and dynamics of occupation and activity, including the interaction of areas of occupation, performance skills, performance patterns, activity demands, context(s) and environments, and client factors. **(B.2.2) 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. Articulate the role of the occupational therapy assistant and occupational therapist in the screening and evaluation process along with the importance of and rationale for supervision and collaborative work between the occupational therapy assistant and occupational therapist in that process. **(B.4.5) E**
8. Describe normal muscle tone, abnormal muscle tone and the impact on occupation **C**
9. Discuss various types of incoordination, the OT assessment, and tests for upper limb function
10. Describe concepts of motor learning and its effect on occupation **D**
11. Identify factors that affect motor learning and list and describe the stages of motor learning **D**
12. Contrast various types of feedback and their effects on learning **D**
13. Use 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) B,E**
14. Describe purposeful activity and the therapeutic objectives met when using purposeful activity **B**
15. Demonstrate understanding of activity analysis and compare/contrast adapting and grading of activity **B**
16. List the two approaches to evaluating occupational performance **B,D**
17. Gather and share data for the purpose of evaluating client(s)' occupational performance in activities of daily living (ADL), instrumental activities of daily living (IADL), education, work, play, rest, sleep, leisure, and social participation. Evaluation of occupational performance includes: The occupational profile, client factors, body structures, performance patterns, context(s) and performance skills. **(B.4.4) B,C,D**
18. Discuss the sexual aspects of disability **(H)**
19. Describe general and specific techniques for ADL retraining **D, F**

20. Identify adaptive equipment and its purpose(s) **F**
21. Discuss basic pharmacology related to OTA **C**
22. 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 review
 - i. Parts of the CNS
 - ii. Functions of the CNS
 - B. CVA
 - i. Types of stroke
 - ii. 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. O.T. 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. Activities and Occupations of Daily Living
 - A. Definitions
 - B. Evaluation of Occupational performance in activities of daily living

- C. Evaluation of ADL and IADL
- D. Home evaluation
- E. Training in ADL and IADL
- F. Specific techniques for ADL
- G. *Activity Analysis*
- VIII. Sexuality: An Activity of Daily Living
 - A. Reactions to sexual aspects of disability
 - B. Dealing with physical symptoms of dysfunction
 - C. Techniques for responding to emotional aspects of dysfunction
- IX. Assessment of Motor Control and Functional Motion
 - A. Postural mechanism
 - B. Evaluating upper extremity motor recovery
 - C. Coordination
- X. Acute Care
- XI. Pharmacology

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

- Written Exams which comprise 70% of final grade (average of all written exams)
- and**
- Lab Activities, CBL, assignments, course notebook, fieldwork requirements, participation, professional behavior and attendance which comprise 30% of final grade
 - 5% active participation, professional behavior and attendance
 - 5 % Comprehensive Final Case based learning practical (CBL)
 - 20% lab activities, assignments, fieldwork requirements

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. No late assignments will be accepted. If an assignment is not submitted by due date and time, a grade of zero will be given.

- e. All written work will be typed and produced according to the *APA Publication Manual, 6th 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. **ALL** appointment requests with faculty must be made in writing via email.

Course Grading Scale:

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

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

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

D - 60% 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://www.bpcc.edu/catalog/current/academicpolicies.html>, 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 Clinical 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

Disability Services, F254, 6220 East Texas Street, Bossier City, LA 71111

318-678-6511

acao@bpcc.edu

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

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.

Updated M. Allison 4/19