

Bossier Parish Community College
Master Syllabus

Course Prefix and Number: OCTA 212

Credit Hours: 2

Course Title: Occupational Therapy Strategies and Interventions for the Elderly

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:

Padilla, R., Byers-Cannon, S. & Lohman, H. (Eds.). Occupational Therapy with Elders: Strategies for the COTA, 4th Edition

Course Description:

This course will provide knowledge about issues related to aging trends, concepts and theories, health and well-being, cultural diversities and ethical aspects related to elders. Topics include emphasis on occupational therapy interventions with the elderly population including working with families and caregivers, mobility and other common medical and psychosocial issues.

Relationship to the Curriculum Design:

This course is designed to provide knowledge about the aging process and the issues faced by elders, health and well-being and strategies, interventions and implementation of treatment using different occupational therapy practice models.

Learning Outcomes:

At the completion of OCTA 212 the student will be able to:

- A. Communicate the aging trends and concepts about aging.
- B. Demonstrate reading comprehension through the utilization of information about the aging process to understand the physical changes that occur and the effects on the older adult.
- C. Appreciate cultural diversity among older adults.
- D. Communicate an understanding of federal public policies related to older adults.
- E. Implement, reassess, and revise the plan of care with entry level skills when treating older adults in various environmental settings.

Course Objectives:

1. Demonstrate knowledge of global social issues and prevailing health and welfare needs of populations with or at risk for disabilities and chronic health conditions. **(B.1.6)**
2. Understand the effects of physical and mental health, heritable diseases and predisposing genetic conditions, disability, disease processes, and traumatic injury to the individual within the cultural context of family and society on occupational performance. **(B.2.6)**
3. Exhibit the ability to analyze tasks relative to areas of occupation, performance skills, performance patterns, activity demands, context(s), and client factors to implement the intervention plan. **(B.2.7)**
4. Use sound judgment in regard to safety of self and others, and adhere to safety regulations throughout the occupational therapy process. **(B.2.8)**
5. Express support for the quality of life, well-being, and occupation of the individual, group, or population to promote physical and mental health and prevention of injury and disease considering the context (e.g., cultural, physical, social, personal, spiritual, temporal, virtual). **B.2.9**

6. Apply models of occupational performance and theories of occupation. **B.2.11**
7. Administer selected assessments using appropriate procedures and protocols (including standardized formats) and use occupation for the purpose of assessment. **B.4.2**
8. 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**
9. Select and provide direct occupational therapy interventions and procedures to enhance safety, wellness, and performance in activities of daily living (ADL), instrumental activities of daily living (IADL), education, work, play, leisure, and social participation. **B.5.2**
10. Provide development, remediation, and compensation for physical, cognitive, perceptual, sensory (e.g., vision, tactile, auditory, gustatory, olfactory, pain, temperature, pressure, vestibular, proprioception), neuromuscular, and behavioral skills. **B.5.6**
11. Provide 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.5.7**
12. Modify environments (e.g., home, work, school, community) and adapt processes, including the application of ergonomic principles. **B.5.9**
13. Articulate principles of and demonstrate strategies with assistive technologies and devices (e.g., electronic aids to daily living, seating systems) used to enhance occupational performance. **B.5.10**
14. 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. Recognize the use of superficial thermal and mechanical modalities as a preparatory measure to improve occupational performance. Based on 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**
16. Effectively interact through written, oral, and nonverbal communication with the client, family, significant others, colleagues, other health providers, and the public in a professionally acceptable manner. **B.5.20**
17. Grade and adapt the environment, tools, materials, occupations, and interventions to reflect the changing needs of the client and the sociocultural context. **B.5.23**
18. Recognize and communicate the need to refer to specialists (both internal and external to the profession) for consultation and intervention. **B.5.22**
19. Monitor and reassess, in collaboration with the client, caregiver, family, and significant others, the effect of occupational therapy intervention and the need for continued or modified intervention, and communicate the identified needs to the occupational therapist. **B.5.28**
20. Recommend to the occupational therapist the need for termination of occupational therapy services when stated outcomes have been achieved or it has been determined that they cannot be achieved. Assist with developing a summary of occupational therapy outcomes, recommendations, and referrals. **B.5.31**
21. Identify how the various practice settings (e.g., medical institutions, community practice, school systems) affect the delivery of occupational therapy services.
22. Identify the impact of contextual factors on the management and delivery of occupational therapy services. **B.7.1**

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

Class Participation:	5%
Intervention Plans (3):	10%
Exam 1:	15%

Exam 2:	15%
Exam 3:	15%
Final Exam:	20%

Instructional methods include lecture, presentation, case studies, and small group activities.

Course Requirements: To earn a grade of “C” or higher, the student must earn 70% of the total points for the course and meet all of the following course requirements listed below:

- satisfactory completion of all course assignments (minimum score of 75%)

Student Expectations:

- 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.
- One** tardy will be excused per semester. All other tardies will constitute a decrease of one point each in final grade.
- Make-up work or exams for excused absences will be given at the discretion and convenience of the instructor.
- No late assignments will be accepted. If an assignment is not submitted by due date and time, a grade of zero will be given.
- All written work will be typed and produced according to the *APA Publication Manual, 6th edition* unless otherwise indicated in assignment directions.
- 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.
- 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.
- ALL** appointment requests with faculty must be made in writing via email.

Assignments Descriptions

All chapters and chapter review questions are to be read and completed before class in order for discussion to flow. 3 intervention plans will be assigned throughout the semester from case studies located in the textbook. Intervention plans are to be turned in on the scheduled day.

Course Grading Scale:

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

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

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

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

F - Less than 60% of total possible points or failure to satisfactorily completion of lab assignments, activities and/or presentations.

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

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

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Equity/Compliance Coordinator

Teri Bashara, Director of Human Resources

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Reviewed by K. Brandon 4/19