

**Bossier Parish Community College**  
**Master Syllabus**

**Course Prefix and Number:** OCTA 216

**Credit Hours:** 1 (lab)

**Course Title:** Therapeutic Interventions II

**Course Prerequisite:** Enrollment in the OCTA program courses is limited to those students who have been selected and admitted to the OTA 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:**

Meriano and Latella; Occupational Therapy Interventions, Functions and Occupations;  
2<sup>nd</sup> edition

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

**Supplemental textbook:**

Suanders, Astifidis, Burke, Higgins, McClinton; Hand and Upper Extremity Rehabilitation,  
2<sup>nd</sup> edition

**Course Description:**

This course will provide knowledge of a variety of remedial and compensatory techniques used to increase the individual's participation in areas of occupation across the life span. Topics include an emphasis on recognizing and choosing appropriate functional activities based on a person's needs, abilities and goals and adapting, altering or designing equipment, activities and/or environments that support participation and independence in all areas of performance. An understanding of basic modalities as preparatory techniques prior to occupation-based activities will be expanded upon. Observation skills, activity/task grading and analysis, media and ADL activities and equipment and their therapeutic value will be expanded upon.

**Relationship to Curriculum Design:**

This course is designed to apply problem solving and critical thinking skills in the design, selection, modification, and grading of activities and equipment and in altering or modifying the environment to increase a person's occupational performance. Emphasis on the effects of disability on occupations is emphasized throughout the course works. This course continues to align with the OT process by focusing on formal and informal assessment measures and facilitating procedural, narrative and interactive clinical reasoning skills. Students are encouraged to think critically to interpret patient responses and assessment data in order to modify and progress interventions as indicated in order to facilitate individualized functional patient outcomes across the lifespan. This semester builds on the knowledge by focusing on the intervention and outcome stages of the OT process. Students are able to implement these techniques in their two one-week fieldwork experiences.

**Learning Outcomes:**

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

- A. *Demonstrate problem solving and critical thinking skills when analyzing activities and task demands in order to develop and grade appropriate therapeutic activities that support independence in all areas of occupation;*
- B. Demonstrate ability to adapt equipment and environment to meet patient needs according to physical, psychosocial, and cultural contexts under the supervision of and OTR;
- C. Demonstrate the ability to utilize therapeutic media as an intervention strategy to facilitate treatment goals;
- D. Demonstrate the skills needed to successfully train individuals in compensatory strategies to increase independence with ADLs and IADLs, and functional mobility;
- E. Demonstrate knowledge of selected conditions and how they impact occupation, psychosocial demands, performance patterns, activity demands, and client factors;
- F. Demonstrate understanding of remedial and preparatory techniques to improve all areas of occupational performance;

### Course Objectives

To achieve the learning outcomes, the student will:

1. Demonstrate sound judgment in regard to safety of self and others and adhere to safety regulations throughout the occupational therapy process as appropriate to the setting and scope of practice. This must include the ability to assess and monitor vital signs (e.g., blood pressure, heart rate, respiratory status, and temperature) to ensure that the client is stable for intervention. **B.3.7.**
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. (D, F)**
3. 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. (A, B, D, E, F)**
4. 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. (A, B, D, F)**
5. Provide training in techniques to enhance functional mobility, including physical transfers, wheelchair management, and mobility devices. **B.4.13. (B, D)**
6. Define the safe and effective application of superficial thermal agents, deep thermal agents, electrotherapeutic agents, and mechanical devices as a preparatory measure to improve occupational performance. This must include indications, contraindications, and precautions. **B.4.17. (F)**
7. 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 (B, D)**
8. 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. (A, B, D)**
9. 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. (B, D)**
10. Demonstrate ability to participate and instruct steps involved in performing a variety of media and craft activities. **(C)**
  11. Select and justify selection of appropriate therapeutic, media and craft activities to facilitate goals that are meaningful to patient/client. **(C)**
  12. Explain the general principles for conducting assessments of range of motion, strength, sensibility, edema, soft tissue and function in acute hand injuries **(C,E)**
  13. Explain the treatment principles for selected acute hand injuries **(A,D,E)**
  14. Perform specific assessments and treatment techniques used for acute hand injuries **(A,D,E)**
  15. Demonstrate the ability to educate, consult, and train client/family/caregiver to facilitate occupational performance skills. **(A,B,D)**
  16. Identify appropriate intervention strategies based on various performance skills and client factors in all performance areas **(A, D)**
  17. Classify severity of burns based on % body region affected and skin thickness involved. **(E)**
  18. Discuss medical management of burns including surgical and non-surgical interventions. **(E)**
  19. Discuss occupational therapy management of burns. **(A,D,E)**
  20. Provide direct interventions and procedures to persons, groups, and populations to enhance safety, health and wellness, and performance in occupations.
  21. Demonstrate safe and effective administration of superficial thermal and mechanical modalities to achieve patient goals. **F**
  22. Identify precautions and contraindications when using and selecting thermal and mechanical modalities. **F**

## Topical Outline

- I. Foundational Skills for functional activities
  - A. Remedial Techniques for Pain and Edema
  - B. Remedial Techniques for Sensation
  - C. Remedial Techniques: Cognitive Perceptual Theory
  - D. Remedial Techniques for Range of Motion
  - E. Remedial Techniques for Strength
  - F. Remedial Techniques for Endurance
  - G. Remedial Techniques for Coordination
  - H. Remedial Techniques for Tone
  - I. Remedial Techniques for Cognition and perception
- II. Arthritic Diseases
  - A. Description of major arthritic diseases
  - B. Medical management
  - C. OT intervention
- III. Acute Hand Injuries
  - A. A. Physical evaluation and body functions
  - B. Functional evaluation
  - C. Goal-directed treatment techniques
  - D. Normalization of sensation
  - E. Specific interventions for selected hand injuries

- IV. ADLs and IADLs
  - A. ADL and IADL Frames of Reference
  - B. ADL and IADL methods of intervention
    - 1. Remediation
    - 2. Compensation
    - 3. adaptation
  - C. Functional mobility methods of intervention
    - 1. transfers
    - 2. wheelchair mobility
    - 3. positioning
- V. Home care skills and modifications
  - A. Cooking and meal preparation
  - B. Clothing modification
  - C. Basic home care skills
- VI. Burns
  - A. Classifications
  - B. Burn management
- VII. Physical Agent modalities
  - A. Thermal modalities
  - B. Electrical modalities
- VIII. Adaptive equipment and Assistive Technology
  - A. Identifying patient/client needs
  - B. Appropriate equipment selection modification
  - C. Application of equipment

**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
- Lab activities, lab practical tests, active participation, professional behavior and attendance which comprise 40% of final grade. The 40% is broken down into the following:
  - 25% Practical Tests
  - 5 % Comprehensive Case based learning practical test
  - 10% Lab activities, active participation, professional behavior and attendance

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

\*\* 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.

**Course Requirements:** To earn a grade of "C" or higher, the student must earn 75% of the total points for the course and meet all of the following course requirements:

- Minimum of 75% average on any lab practical skills test

- Satisfactory participation and completion (minimum score of 75%) of activities 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 minimum of 75% average on laboratory practical tests; satisfactory completion of lab assignments and presentations
  
- B- 80-89% or more of total possible points; and minimum of 75% average on laboratory practical tests; satisfactory completion of lab assignments and presentations
  
- C- 70-79% or more of total possible points; and minimum of 75% average on laboratory practical tests; satisfactory completion of lab assignments and presentations
  
- D- 60-69% or more of total possible points; and minimum of 75% average on laboratory practical tests; satisfactory completion of lab assignments and presentations
  
- F- Less than 60% of total possible points; or less than 75% average on laboratory practical tests; or failure to satisfactorily complete or present lab assignments and 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://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.

**Course Fee:** This course is accompanied with an additional non-refundable fee for supplemental materials, laboratory supplies, certification exams and/or clinical fees.

### **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](mailto: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.

**Reviewed by M. Allison 5/21**

