

**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;
2nd 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,
2nd 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 assist the student in building upon **professional and personal development** learned in OCTA 206 and by providing knowledge 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 independence and performance. Emphasis on the effects of disability on occupations is emphasized throughout the course. 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. Students will continue to develop and advance the use of their clinic reasoning skills to design **evidence-based** interventions as well as assess outcomes. This semester builds on the knowledge by focusing on the intervention and outcome stages of the OT process. Students will continue to utilize the collected data in order to form the most appropriate **occupation-based activities** that interest the client. Interactive and student-centered learning is emphasized through class discussion, group activities,

interactive/interprofessional collaborative labs, case studies, role-play, presentations, and reflection. Students are able to implement these techniques in their two one-week fieldwork experiences. Level I-B fieldwork is integrated within the course to enhance the comprehension and application of course content in a clinical setting, including but not limited to student commitment to learning, interpersonal skills, communication skills, effective use of time and resources, utilization of constructive feedback, problem solving skills, responsibility and professional behavior and appearance. Emphasis is placed on identifying **community** resources that can assist in achieving a client's maximal independence in their daily lives. Students will integrate information with demonstration in a case-based learning practicum that encourages the utilization of occupation-based interventions.

Teaching/Learning Method and Instructional Delivery:

Course content will be delivered through on-campus lectures and labs with supplemental coursework through Canvas and fieldtrips.

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, and role play.

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. Lab activities/Lab Practicals
 - f. Exams

Learning Outcomes:

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

- A. integrate 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. describe adapt equipment and environmental constraints to meet patients' needs according to physical, psychosocial, and cultural contexts under the supervision of an OTR;
- C. utilize therapeutic media as an intervention strategy to facilitate treatment goals;
- D. determine the skills needed to successfully train individuals in compensatory strategies to increase independence with ADL and IADL, and functional community mobility;
- E. synthesize knowledge of selected conditions and how they impact occupation, psychosocial demands, performance patterns, activity demands, and client factors;
- F. describe the use of remedial and preparatory techniques to improve all areas of occupational performance.

Course Objectives

To achieve the learning outcomes, the student will:

1. Explain the role of sociocultural, socioeconomic, and diversity factors, as well as lifestyle choices in contemporary society to meet the needs of persons, groups, and

- populations (e.g., principles of psychology, sociology, and abnormal psychology). **(B.1.2) (E)**
2. 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.) (B,E)**
 3. 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,E,F)**
 4. 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) (B)**
 5. Demonstrate clinical reasoning to address occupation-based interventions, client factors, performance patterns, and performance skills. **(B.4.2) (D,F)**
 6. 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)**
 7. 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)**
 8. 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)**
 9. Explain the need for orthotics, and design, fabricate, apply, fit, and train in orthoses and devices used to enhance occupational performance and participation. Train in the safe and effective use of prosthetic devices. **(B.4.12) (F)**
 10. Provide training in techniques to enhance functional mobility, including physical transfers, wheelchair management, and mobility devices. **B.4.13. (B, D)**
 11. 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)**
 12. 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)**
 13. Engage in the consultative process with persons, groups, programs, organizations, or communities in collaboration with inter- and intraprofessional colleagues. **(B.4.19) (B)**
 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. (A, B, D)**
 15. 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)**

16. Identify and communicate to the occupational therapist the need to design community and primary care programs to support occupational performance for persons, groups, and populations. **(B.4.27) (B,E)**
17. Demonstrate ability to participate and instruct steps involved in performing a variety of media and craft activities. **(C)**
18. Select and justify selection of appropriate therapeutic, media and craft activities to facilitate goals that are meaningful to patient/client. **(C)**
19. Explain the general principles for conducting assessments of range of motion, strength, sensibility, edema, soft tissue and function in acute hand injuries **(C,E)**
20. Explain the treatment principles for selected acute hand injuries **(A,D,E)**
21. Perform specific assessments and treatment techniques used for acute hand injuries **(A,D,E)**
22. Demonstrate the ability to educate, consult, and train client/family/caregiver to facilitate occupational performance skills. **(A,B,D)**
23. Promote occupational therapy by educating other professionals, service providers, consumers, third-party payers, regulatory bodies, and the public. **(B.7.3) (A,B,D)**
24. Identify appropriate intervention strategies based on various performance skills and client factors in all performance areas **(A, D)**
25. Classify severity of burns based on % body region affected and skin thickness involved. **(E)**
26. Discuss medical management of burns including surgical and non-surgical interventions. **(E)**
27. Discuss occupational therapy management of burns. **(A,D,E)**
28. 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.
29. Demonstrate safe and effective administration of superficial thermal and mechanical modalities to achieve patient goals. **(F)**
30. Identify precautions and contraindications when using and selecting thermal and mechanical modalities. **(F)**
31. Provide training in techniques to enhance community mobility, and address transportation transitions, including driver rehabilitation and community access. **(B.4.14) D**
32. 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) D**

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
- IX. Consideration of Mobility
 - A. Restraint reduction
 - B. Wheelchair Seating and Positioning
 - C. Fall Prevention
 - D. Community Mobility
- X Work
 - A. Frames of Reference
 - B. Roles
 - C. Methods of Intervention
 - D. Ergonomics
 - E. Industrial rehabilitation
 - F. Role of the OTA in work programs
 - G. Transitions services from school to work
 - H. Work readiness programs

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, class Activities, assignments, course notebook, participation, professional behavior and attendance (assessed by rubric)

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 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

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

** 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.

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.

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.

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

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.

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.

Reviewed by M. Allison 5/23