

**JEFFERSON COLLEGE**

**COURSE SYLLABUS**

**OTA110**

**PHYSICAL DYSFUNCTION IN OCCUPATIONAL THERAPY**

3 Credit Hours

Prepared by:

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Created on Date: 6-1-11

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## OTA110 Physical Dysfunctions in Occupational Therapy

### I. CATALOGUE DESCRIPTION

- A. Prerequisite: None  
Co-requisites: BIO212 Anatomy and Physiology II, OTA125 Biomechanical Basis of Performance, OTA111 Physical Dysfunction Performance Skills.
- B. Credit hour award – 3
- C. Description - Physical Dysfunction in Occupational Theory includes an introduction to OT theory and foundations for occupational therapy practice in physical dysfunction. Examination of current models and evidence for practice, standardized and non-standardized tests and evaluations for physical dysfunction will be addressed. Additionally, activity analysis, documentation, formulation of goals and objectives for collaboration with occupational therapist and treatment implementation will be discussed. Additional topics covered include interventions in self-care, therapeutic exercise, home management, environmental barriers, work/productive activities, and play/leisure skills as related to physical dysfunction. (S)

### II. EXPECTED LEARNING OUTCOMES/CORRESPONDING ASSESSMENT MEASURES (With numbers in parentheses referring to ACOTE standards)

Expected Learning Outcomes	Assessment Measures
Be familiar with the theories, models of practice and frames of reference that underlie the practice of OT. (B.2.11, B.3.1, B.3.2)	Class Discussion/Activity Formative Assessment Written Project/Paper Summative Examination
Demonstrate appreciation for ethics and values of the profession of OT. (B.9.1)	Class Discussion/Activity Formative Assessment Written Project/Paper Summative Examination
Integrate and articulate knowledge of basic tenets of OT. (B.2.1, B.2.2)	Class Discussion/Activity Formative Assessment Written Project/Paper Summative Examination
Describe the evaluation and treatment appropriate for specific diagnostic populations. (B.4.1, B.4.2, B.4.3)	Class Discussion/Activity Formative Assessment Written Project/Paper Summative Examination
Identify the main components of sensory motor approaches used in Occupational Therapy. (No standard to be cited.)	Class Discussion/Activity Formative Assessment Written Project/Paper Summative Examination
Describe the role of the OTR/COTA in the physical dysfunction setting from referral to discontinuation of OT services. (B.4.4, B.5.24, B.5.26)	Class Discussion/Activity Formative Assessment Written Project/Paper Summative Examination
Describe the cultural, social, ethical considerations for treatment of Physical Dysfunction in the Elder Population. (B.4.1, B.5.1, B.5.2, B.9.1)	Class Discussion/Activity Formative Assessment Written Project/Paper Summative Examination

Demonstrate the ability to provide training in techniques to enhance mobility including transfers, wheelchair and community mobility. (B.5.11)	Class Discussion/Activity Formative Assessment Written Project/Paper Summative Examination
Demonstrate the ability to interact through written, oral and nonverbal communication. (B.5.17, B.5.23)	Class Discussion/Activity Formative Assessment Written Project/Paper Summative Examination
Demonstrate the ability to perform activity analysis relative to performance skills, patterns, activity demands, contexts, and client factors to implement an intervention plan. (B.2.7)	Class Discussion/Activity Formative Assessment Written Project/Paper Summative Examination
Develop and implement occupation based interventions appropriate to client needs that enhance occupational performance.(B.1.2, B.5.9, B.5.10, B.5.18, B.5.19)	Class Discussion/Activity Formative Assessment Written Project/Paper Summative Examination

### III. OUTLINE OF TOPICS

- A. Foundations for Physical Dysfunction
  - 1. Practice Framework
  - 2. Practice Trends in Physical Dysfunction
  
- B. Occupational Therapy Process in Physical Dysfunction
  - 1. Frames of Reference and Practice Models
  - 2. Evidence-based Practice
  - 3. Health Promotion and Wellness
  - 4. Social and Cultural Contexts of Disability
  
- C. Occupational Performance Areas: Evaluation and Intervention
  - 1. Activities of Daily Living
  - 2. Mobility
  - 3. Work
  - 4. Play and Leisure
  - 5. Assistive Technology
  - 6. Psychological Considerations
  - 7. Americans with Disabilities Act
  
- D. Performance Skills and Client Factors: Evaluation and Intervention
  - 1. Cerebrovascular Accident/Stroke
  - 2. Traumatic Brain Injury
  - 3. Visual Deficits and Brain Injury
  - 4. Diseases of the Central Nervous System
  - 5. Spinal Cord Injury
  - 6. Arthritis
  - 7. Upper Extremity & Lower Extremity Injuries
  - 8. Sensory Dysfunction
  - 9. Burns
  - 10. Amputations and Prosthetics

- E. Physical Dysfunction in the Elder Population
  - 1. Concept of Aging
  - 2. Special Needs of the Older Adult
  - 3. Cultural Diversity & Ethical Aspects
  - 4. Considerations of Mobility
  - 5. Vision Impairments
  - 6. Orthopedic Conditions
  - 7. Cardiovascular Conditions
  - 8. Cardiac/Pulmonary Conditions
  
- F. The Occupational Therapy Process in Implementing Interventions
  - 1. Splinting
  - 2. Orthotics
  - 3. Modalities
  - 4. Motor Learning
  - 5. Sensorimotor Approaches (Rood, NDT, PNF, Brunnstrom)
  - 6. Grading Treatment
  
- G. Documentation of Occupational Therapy Services
  - 1. Data Gathering
  - 2. Problem Identification/Strengths
  - 3. Goal Writing
  - 4. Progress Note Writing

#### IV. METHOD(S) OF INSTRUCTION

- A. Lecture
- B. Readings from textbook
- C. Supplemental handouts
- D. Classroom activities
- E. Participation in active learning by computer programs, games, and internet-based activities.
- F. Peer interactive activities, group projects, and discussions in classroom and online

#### V. REQUIRED TEXTBOOKS

- A. Pendleton, H., & Schultz-Krohn, W. (2006). *Pedretti's occupational therapy practice skills for physical dysfunction* (6<sup>th</sup> ed.). St. Louis, MO: Mosby-Elsevier.
- B. Byers-Connon, S., Lohman, H., & Padilla, R. (2004). *Occupational therapy with elders, strategies for COTA* (3rd ed.). St. Louis, MO: Mosby-Elsevier.

## VI. REQUIRED MATERIALS

- A. Course homepage available through Blackboard/WebCT or Luminis Platform.
- B. A computer with internet access (available through the Jefferson College Labs).
- C. Paper, notebooks, pens, pencils with erasers.

## VII. SUPPLEMENTAL REFERENCES

- A. Class Handouts
- B. Current Library Resources
  - 1. Books
    - a. Borcharding, S., & Morreale, M. (2006). *The OTA's guide to writing SOAP notes* (2<sup>nd</sup> ed.).
    - b. Sladyk, K., & Ryan, S.E. (2005). *Ryan's occupational therapy assistant: Principles, practice issues, and techniques* (4th ed.). Thorofare, NJ: Slack Inc.
    - c. Bracciano, A. (2008). *Physical agent modalities: Theory and application for the occupational therapist* (2<sup>nd</sup> ed). Thorofare, NJ: Slack Inc.
  - 2. Periodicals
  - 3. Videos
- C. Current internet resources
  - 1. On-line reference materials
  - 2. Textbook companion web-site
  - 3. American Occupational Therapy Association (AOTA) web-site

## VIII. METHOD OF EVALUATION (basis for determining course grade)

- A. Written Projects or Papers will equal 20% of total course grade. Consisting of 1-5 assignments focused on application of occupational therapy theory and principles.
- B. Summative Written Examinations – 3-5 examinations worth up to 60%.
- C. Attendance/Participation grade will equal 10% of total course grade.
- D. Additional Credit – Additional activities, community service, or exemplary professional behaviors as assessed by a professional behaviors checklist will equal 10% of total course grade.
- E. Grading Scale:
  - A = 90-100%
  - B = 80-89.9%
  - C = 70-79.9%
  - D = 60-69.9%
  - F = 0-59.9%

**IX. ADA STATEMENT**

Any student requiring special accommodations should inform the instructor and the Coordinator of Disability Support Services (Library: phone 636-797-3000, ext. 169).

**X. ACADEMIC HONESTY STATEMENT**

All students are responsible for complying with campus policies as stated in the Student Handbook. Any student who cheats or plagiarizes will be subject to dismissal from the Occupational Therapy Assistant program and will be referred to the college for disciplinary action. (See College website, <http://www.jeffco.edu>).

**XI. OUTSIDE OF CLASS ACADEMICALLY-RELATED ACTIVITIES**

The US Department of Education mandates that students be made aware of expectations regarding coursework to be completed outside the classroom. Students are expected to spend substantial time outside of class meetings engaging in academically-related activities such as reading, studying, and completing assignments. Specifically, time spent on academically-related activities outside of class combined with time spent in class meetings is expected to be a minimum of 37.5 hours over the duration of the term for each credit hour.