

JEFFERSON COLLEGE

COURSE SYLLABUS

OTA111

PHYSICAL DYSFUNCTION PERFORMANCE SKILLS

2 Credit Hours

Prepared by:

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OTA111 Physical Dysfunction Performance Skills

I. CATALOGUE DESCRIPTION

- A. Prerequisite: None
Co-requisites: BIO212 Anatomy and Physiology II, OTA125 Biomechanical Basis of Performance, OTA110 Physical Dysfunction in Occupational Therapy
- B. Credit hour award – 2
- C. Description - Physical Dysfunction Performance Skills provides hands-on laboratory experience, with emphasis on current models of practice for aspects of Physical Dysfunction including those that address sensory motor, cognitive, and psychosocial performance components. Continuation of therapeutic media used in OT practice will be discussed. Acquisition of entry level OTA skills required for activity analysis, problem solving, adapting activities evaluation and treatment with emphasis on performance areas of work, activities of daily living, wheel chair seating and positioning, splinting, functional tasks, functional mobility, and environmental barriers will be included. (S)

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

Expected Learning Outcomes	Assessment Measures
Use standard OT principles during assessment activities (client-centered, activity-based, therapist-driven, and environmentally-sensitive and meaningful). (B.4.1, B.4.2, B.4.3,B.4.4)	Class Discussion/Activity Formative Assessment Written Project/Paper Summative Examination
Screen and assess the need for occupational therapy intervention. (B.4.2, B.4.3, B.4.5)	Class Discussion/Activity Formative Assessment Written Project/Paper Summative Examination
Discuss the importance of the balance of performance areas for achievement of health and wellness. (B.2.2, B.2.5,B.2.9)	Class Discussion/Activity Formative Assessment Written Project/Paper Summative Examination
Obtain and interpret vital sign information. (B.4.3)	Class Discussion/Activity Formative Assessment Written Project/Paper Summative Examination
Demonstrate a working knowledge of activity analysis relative to the OT Practice Framework. (B.2.7)	Class Discussion/Activity Formative Assessment Written Project/Paper Summative Examination
Organize and direct an occupation-based therapeutic activity group that is meaningful and culturally relevant to the client. (B. 5.1, B. 5.2, B.5.3, B.5.4, B.5.5, B.5.6)	Class Discussion/Activity Formative Assessment Written Project/Paper Summative Examination
Demonstrate ability to grade treatment and various modalities for client populations. (B.5.8, B.5.9, B.5.10, B.5.11, B.5.12, B.5.13,B.5.18)	Class Discussion/Activity Formative Assessment Written Project/Paper Summative Examination

Design and construct a simple adaptive device for specific client needs. (B.2.10, B.5.5, B.5.9)	Class Discussion/Activity Formative Assessment Written Project/Paper Summative Examination
Design and construct a simple splint integrating knowledge of the function and structure of the human body, anatomy, physiology, and biomechanics principles. (B.1.4, B.5.2, B.5.5, B.5.10)	Class Discussion/Activity Formative Assessment Written Project/Paper Summative Examination
Demonstrate a working knowledge of administration of range of motion and manual muscle testing. (B.1.4, B.4.3)	Class Discussion/Activity Formative Assessment Written Project/Paper Summative Examination
Apply CPR and first aid technique/principles when applicable. (B.2.8)	Class Discussion/Activity Formative Assessment Written Project/Paper Summative Examination
Use uniform terminology on written assignments of documentation. (B.1.1)	Class Discussion/Activity Formative Assessment Written Project/Paper Summative Examination
Demonstrate simple wheelchair seating and manipulation principles. (B.5.2, B.5.8, B.5.9, B.5.11)	Class Discussion/Activity Formative Assessment Written Project/Paper Summative Examination
Analyze an activity in terms of the component skills required to perform it and the occupational performance areas involved in doing so. (B.2.7, B.5.2, B.5.18)	Class Discussion/Activity Formative Assessment Written Project/Paper Summative Examination
Demonstrate ongoing knowledge and use of safety precautions in lab. (B.2.8)	Class Discussion/Activity Formative Assessment Written Project/Paper Summative Examination
Develop a treatment plan integrating the meaning and dynamics of occupation and activity utilizing the PEO model and the OT Practice Framework. (B.2.2, B.5.1)	Class Discussion/Activity Formative Assessment Written Project/Paper Summative Examination
Demonstrate sensitivity to cultural differences by identifying possible cultural/ethnic aspects of an activity. (B.1.7, B.1.8, B.1.9, B.6.2)	Class Discussion/Activity Formative Assessment Written Project/Paper Summative Examination
Devise alternative means of performing the activity in an acceptable manner through adaptation or modification of equipment, environment, or the activity. (B.2.7, B.5.3, B.5.8, B.5.18, B.5.19)	Class Discussion/Activity Formative Assessment Written Project/Paper Summative Examination
Demonstrate a working knowledge of instructing clients in sequential steps of an activity and educating client, family and caregivers, in contexts relevant to the client. (B.5.4, B.5.6, B.5.15)	Class Discussion/Activity Formative Assessment Written Project/Paper Summative Examination
Illustrate documentation of OT services to ensure accountability of service provision and to meet standards for reimbursement of service. Documentation shall effectively communicate the need and rationale for OT services. (B.4.6, B.5.27)	Class Discussion/Activity Formative Assessment Written Project/Paper Summative Examination
Summarize outcomes and recommendations to maximize treatment gains in simulated client situations. (B.4.1, B.4.2, B.4.3, B.5.1, B.5.25, B.7.1)	Class Discussion/Activity Formative Assessment Written Project/Paper Summative Examination
Discuss the importance of maintaining confidentiality of information. (B.9.1, B.9.5, B.9.9)	Class Discussion/Activity Formative Assessment Written Project/Paper Summative Examination

Assess the effectiveness of the intervention and recommend continued or changed treatment in simulated client situations. (B.4.1, B.4.2, B.4.3, B.5.1, B.5.23, B.5.25, B.7.1)	Class Discussion/Activity Formative Assessment Written Project/Paper Summative Examination
Explain the effect of regulatory, institutional, and legislative actions on the use of activity in treatment. (B.6.1, B.6.2, B.7.1, B.7.2, B.7.3)	Class Discussion/Activity Formative Assessment Written Project/Paper Summative Examination

III. OUTLINE OF TOPICS

- A. History and Foundations
 - 1. Brief History of OT and Role of the OTA in Physical Disabilities Practice
 - 2. OT and Physical Disabilities: Scope, Theory, and Approaches to Practice
 - 3. Psychosocial Aspects of Physical Disability

- B. Framework and Process
 - 1. OT Process: Evaluation and Intervention in Physical Dysfunction
 - 2. Documentation of OT Services

- C. Performance in Areas of Occupation
 - 1. Activities and Occupations of Daily Living
 - 2. Assistive Technology
 - 3. Moving in the Environment: Functional Mobility, Transfer Training, Wheelchairs, Driving
 - 4. Sexuality: An Activity of Daily Living
 - 5. Work
 - 6. Promoting Engagement in Leisure and Social Participation

- D. Intervention and Principles
 - 1. Teaching and Learning in Occupational Therapy
 - 2. Habits of Health and Wellness
 - 3. Occupations, Purposeful Activities, Preparatory Activities

- E. Assessment of Client, Occupational, Contextual, and Environmental Factors
 - 1. Top-Down Assessment
 - a. Occupational Performance-Based Evaluations
 - b. Interviewing
 - c. Dynamic Assessment
 - d. Assessment of Performance in the Built Environment
 - e. Work Performance Assessment
 - f. Leisure and Social Participation Assessment
 - 2. Bottom-Up Assessment
 - a. Assessment of Motor Control
 - b. Assessment of Joint Range of Motion
 - c. Assessment of Muscle Strength
 - d. Assessment of Sensation
 - e. Perception and Cognition

- F. Interventions for Performance Skills and Client Factors
 - 1. The Special Needs of the Older Adult
 - 2. Splinting

- a. Splinting Foundations
 - b. Hand Splinting
 - c. Splinting for Conditions
 - d. Orthotics and Prosthetics
 - 3. Sensorimotor Approaches to Treatment
 - 4. Interventions for Deficits in Vision and Other Sensory Functions
 - 5. Interventions for Disturbances in Perception and Cognition
- G. Clinical Applications
- 1. Cerebrovascular Accident
 - 2. Traumatic Brain Injury
 - 3. Degenerative Diseases of the Central Nervous System
 - 4. Spinal Cord Injury
 - 5. Neurogenic and Myopathic Dysfunction
 - 6. Arthritic Diseases
 - 7. Acute Hand Injuries
 - 8. Hip Fractures and Lower Extremity Joint Replacement
 - 9. Burns
 - 10. Amputations and Prosthetics
 - 11. Cardiac and Dysfunction and Chronic Obstructive Pulmonary Disease
 - 12. Oncology

IV. METHOD(S) OF INSTRUCTION

- A. Lecture
- B. Readings from textbook
- C. Supplemental handouts
- D. Classroom activities
- E. Participation in games, offsite activities, service learning, and Internet
- F. Peer interactive activities, group projects, and discussions in classroom and online

V. REQUIRED TEXTBOOKS

- A. Coppard, B., & Lohman, H. (2008). *Introduction to splinting: A clinical reasoning and problem solving approach* (3rd ed.). St. Louis, MO: Mosby-Elsevier.
- B. Early, M. (2006). *Physical dysfunction practice skills for the occupational therapy assistant* (2nd 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* (2nd ed.). Thorofare, NJ: Slack Inc.
 - b. Law, M., & MacDermid, J. (Eds.). (2008). *Evidenced based rehabilitation, a guide to practice* (2nd ed.). Thorofare, NJ: Slack Inc.
 - c. Sladyk, K., & Ryan, S.E. (2005). *Ryan's occupational therapy assistant: Principles, practice issues, and techniques* (4th 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 located in the 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.