

# Physical Dys I Lecture

OTA1140 301

## Course Description

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Students learn effects of dysfunction on occupational habits and occupational roles, apply the Occupational Therapy (OT) process, problem-solve ideas, become introduced to rehabilitation assessment, treatment techniques, and community resources. Designated as a service-learning class.

Prereq: Acceptance into the OTA program

Coreq: OTA 1150

Semester: Fall

## Course Student Learning Outcomes

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- Acknowledge and understand the etiology, prevalence, process, and occupational therapy (OT) areas of evaluation and treatment regarding various physically disabling conditions experienced by adults.
- Utilize occupation for the purpose of assessment.
- Identify functional implications of common adult physical dysfunction diagnoses.
- Articulate development, remediation, and compensation for varying body functions outlined in the Occupational Therapy Practice Framework.
- Articulate the importance of balancing areas of occupation with the achievement of health and wellness for the clients.
- Explain the effects of heritable diseases, genetic conditions, disability, trauma, and injury to the physical and mental health and occupational performance of the individual.
- Verbally present a synopsis of a book written or movie watched about a person with a disability and promote classroom conversation about the topic.

- Verbally present findings of an innovative treatment technique pertaining to a physical disability.
- Articulate in writing the results of a treatment using a clinical format identified by the instructor.
- Use measures and quantitative standards such as # of repetitions, variation of size and time measurements to support and facilitate evidence-based practice.
- Demonstrate proficiency in utilizing presented information to clinically reason and implement treatment of occupational performance deficits using task analysis and frames of reference/models of practice.
- Identify when to recommend to the occupational therapist the need for referring clients for additional evaluation.
- Explain how life-long learning is crucial to maintaining competence in health professionals.
- Express sensitivity to the impact of cultural influences on clients receiving occupational therapy (OT) services.
- Describe the impact of contexts (social, cultural, economic, demographic) on the provision of occupational therapy services.
- Reflect on the specific psychosocial reactions to disability experienced/demonstrated by someone with a disability after reading a book about that individual.
- Demonstrate therapeutic use of self and a knowledge of teaching-learning methodology to effectively complete projects.
- Demonstrate the ability to utilize word processing for assignments and access course material/grades through Canvas.

## Course Prerequisites

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PREREQUISITES:

Acceptance into the OTA program

COREQUISITE:

OTA 1150

## Communication Plan

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Emails generally returned within 1 business day. Grading generally completed within 5 business day.

## Keys for Success (how to succeed in the course)

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### **Student expectations:**

1. Complete all preparatory reading and assignments prior to scheduled class
2. Arrive to class on time and attend all class sessions
3. Present and participate for entire class period. No packing up early.
4. Check Bruinmail daily
5. Respect instructor and fellow students
6. Complete and submit all assignments on-time
7. Communicate your needs

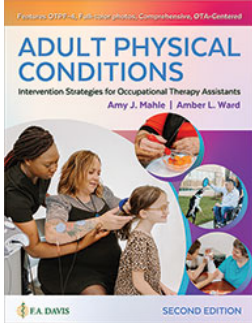
### **Instructor expectations**

1. Provide a clear syllabus, schedule, and description and rubrics for assignments
2. Start and end class on time
3. Provide breaks approximately every hour
4. Post all material to Canvas, where available
5. Grade assignments promptly
6. Adapt teaching to meet the needs of all learners

## Required Text or Materials

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**Title: Adult Physical Conditions**



**Subtitle:** Intervention Strategies for Occupational Therapy Assistants

**ISBN:** 9781719644365

**Authors:** Amy J. Mahle, Amber L. Ward

**Publication Date:** 2022-01-01

**Edition:** 2nd

For more information on textbook accessibility, contact Accessibility & Disability Services at [ads@slcc.edu](mailto:ads@slcc.edu).

## Brief Description of Assignments/Exams

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Unless otherwise stated, all assignments should be submitted on Canvas. Please use doc, docx, txt, or PDF file formats.

### Quizzes (6 @ 20 points, dropping the lowest quiz)

Quizzes will all take place in the Jordan Testing Center outside of class time. Quizzes may cover any material from reading, lecture, or supervised instruction. Each quiz has a one-hour time limit. A score below 75% will require the student to retake the quiz until a 75% can be achieved to pass the class. The first, original score will be used for cumulative grading. The lowest score of the six quizzes will be dropped.

### Midterm (50 points)

The midterm will be comprehensive and cover all readings, lectures, videos, quizzes, and handouts from lecture and supervised instruction. The exam will take place in class on Canvas.

### Final (75 points)

The final exam will be comprehensive and cover all readings, lectures, videos, quizzes, and handouts from lecture and supervised instruction. The exam will take place in class on Canvas.

### UOTA Attendance and Participation

Attendance of the Utah Occupational Therapy Association Virtual Annual Conference is mandatory. The conference will be held from November 5th. Participation in state and national organizations is vital to the strength and growth of our profession. Attending continuing education events is critical to maintaining competency as a practitioner and is required by the Utah OT Practice Act. Your reflection should discuss your learning and growth through attending the UOTA annual meeting and how it connects with your learning.

### Service-Learning Project (25 points)

Service-learning is an integral part of being in the OTA program. Service-learning gives you the opportunity to connect what you are learning to action. This semester you will be observing in the SLCC OTA Adult In-person and Telehealth Clinics. You will write a short reflection about your experiences and learning.

### Social Determinates of Health Project (75 points total)

In this assignment you will be working in small groups to write a case study. The case study will include information on diagnoses covered this semester, component deficits and strengths, social determinates of health, and other items from OTPF. These case studies will then be published in an Open Educational Resource and be accessible for other occupational therapy students and educators for free.

- Topic choice: 5 points
- Article summaries: 3 @ 10 points each
- Project summary: 40 points

Professionalism Points (3 points/day, 42 points total).

Professionalism points are designed to promote a prepared, focused learning environment and to ensure students develop the skills to become leaders in the profession of occupational therapy. As outlined in the student handbook, if you are late for class, do not attend class, are not prepared, or display a lack of professionalism you may lose points. Professionalism points are awarded for preparation and participation in class. Preparation for the class is evidenced by performance on a multiple-choice quiz at the beginning of each class period. Questions will be taken directly from the reading. Class participation is evidenced by attendance, contributing to discussions, asking questions, focus on the course material, and display of professional behavior. Deductions will be made regardless of excused or unexcused absences. The instructor must be informed ahead of time of any absences or late arrivals to be awarded preparation or participation points.

Clinic Paperwork	10
Quizzes (6 @ 20 points, dropping the lowest quiz)	100
Midterm	50
Final	75
UOTA Attendance and Reflection	25
OER Case Study Topic	5
OER Case Study Article 1	10
OER Case Study Article 2	10
OER Case Study Article 3	10
Civic Engaged Learning Assignment: OER Case Study	40
Service-Learning Reflection	25
Professionalism Points (3 pts/day)	42
Course Evaluation	5
<b>Total points possible</b>	<b>407</b>

## Grading Scale

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95.00-100%	A	78.00-79.99%	C+	60.00-63.99	D-
90.0-94.99%	A-	75.00-77.99%	C	0-59.99%	E
87.00-89.99%	B+	71.00-74.99%	C- *	*Course retake required for C-and below	
83.00-86.99%	B	67.00-70.99%	D+		
80.00-82.99%	B-	64.00-66.99%	D		

### GRADING POLICY:

Students are often tempted to include information that was not requested in the prompt. For example, listing five examples when the question only asks for three. The instructor will only provide points for what was asked in the prompt. In the above example, points will be provided for only the first three answers. However, points will be decremented for incorrect information for the entire answer. In the above example, points will be decremented if any of the five answers provided are incorrect. Please, only answer the question as asked.

Assignments, objectives, due dates and point values are subject to change per instructor. Changes will be noted in the Announcement area of Canvas course site and/or stated in class. It is the student's responsibility to check the site frequently for updates. Please refer to Canvas for a description of the assignments

Students must achieve minimum competency of skills in all courses and assignments as outlined in each course syllabi and assignment. Students must score at least 75% or be required to retake it. If the student does not pass the retake at 75%, the student will be placed on academic probation. If the student passes the retake, the original quiz grade will stand on cumulative grading for that course. If a student cannot pass a midterm or

final exam with at least a C (75%) for minimum competency, the instructor for the course has the right to require a student to complete a retake or parallel exam so the student can demonstrate competency of the material.

## How to Navigate to Canvas

## Institutional Policies

As members of our academic community, we would like to invite you to review the Institutional Syllabus which covers important policies and procedures. This document contains important links for students on the code of student rights and responsibilities, academic integrity, and grading policies, Title IX and other important acknowledgements. By familiarizing yourself with this information, you can help us create a safe and respectful environment for everyone.

You can access the document by clicking on the following link:

<https://slcc.instructure.com/courses/530981/pages/institutional-syllabus>

## Learning Support and Tutoring Services

We are pleased to offer a range of tutoring and learning support services to help you achieve your academic goals. Whether you need assistance with a specific subject or want to improve your study skills, you have many options for tutoring or other support.

To learn more about the services we offer and how to access them, please visit the Institutional Syllabus under the Tutoring and Learning Support tab:

<https://slcc.instructure.com/courses/530981/pages/institutional-syllabus>. We encourage you to take advantage of these resources to help you succeed in your studies. If you have any questions or would like to schedule a tutoring session, please don't hesitate to reach out to us. We are here to support you in any way we can.

## Advising and Counseling Support Services



At our institution, we are committed to supporting your academic and personal growth. That's why we offer a range of advising and counseling services to help you navigate the challenges of college life. To learn more about the resources available to you and how to access them, please visit the Institutional Syllabus under the Advising and Counseling Support Services tab: <https://slcc.instructure.com/courses/530981/pages/institutional-syllabus>. Our advising team and the support centers across campus are here to support you in achieving your goals and overcoming any obstacles you may face.

## Student Academic Calendar

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As students you should be aware of all important dates in the semester, such as the day that courses begin and end, as well as the drop date and the last day to withdraw. To learn more about those dates, navigate to the Student Academic Calendar below:

[SLCC Student Academic Calendar](#)

## Class Schedule

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Please see the schedule posed in Canvas

## Assignment Schedule

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Due Date	Assignment Name	Assignment Type	Points
	<a href="#">Extra credit</a>	Assignment	0
	<a href="#">Fall 2023 Course Evaluations</a>	Assignment	0
8/22	<a href="#">Read Handbook, Complete and Submit Forms</a>	Assignment	0
8/22	<a href="#">Week 1 - Participation</a>	Assignment	3
8/22	<a href="#">Week 1 - Preparation Quiz</a>	Quiz	0

<b>Due Date</b>	<b>Assignment Name</b>	<b>Assignment Type</b>	<b>Points</b>
8/29	<a href="#">Week 2 - Participation</a>	Assignment	1.5
8/29	<a href="#">Week 2 - Preparation Quiz</a>	Quiz	1.5
9/5	<a href="#">Clinic Agreement</a>	Assignment	5
9/5	<a href="#">HIPAA Paperwork</a>	Assignment	5
9/5	<a href="#">Week 3 - Participation</a>	Assignment	1.5
9/5	<a href="#">Week 3 - Preparation Quiz</a>	Quiz	1.5
9/12	<a href="#">Week 4- Preparation Quiz</a>	Quiz	1.5
9/12	<a href="#">Week 4 - Participation</a>	Assignment	1.5
9/19	<a href="#">Week 5 - Preparation Quiz</a>	Quiz	1.5
9/19	<a href="#">Week 5- Participation</a>	Assignment	1.5
9/20	<a href="#">Quiz 1 – Strength, ROM, Levels of Assistance, and Activity Tolerance</a>	Quiz	20
9/26	<a href="#">Week 6 - Participation</a>	Assignment	1.5
9/26	<a href="#">Week 6 - Preparation Quiz</a>	Quiz	1.5
10/3	<a href="#">Week 8 - Participation</a>	Assignment	1.5
10/4	<a href="#">Quiz 2 - Movement, Swallowing, Speech, and Language</a>	Quiz	20
10/4	<a href="#">Quiz 1 Redo</a>	Assignment	0

<b>Due Date</b>	<b>Assignment Name</b>	<b>Assignment Type</b>	<b>Points</b>
10/10	<a href="#">Week 9 - Preparation Quiz</a>	Quiz	1.5
10/10	<a href="#">Midterm</a>	Quiz	50
10/24	<a href="#">Week 11 - Preparation Quiz</a>	Quiz	1.5
10/24	<a href="#">Week 11- Participation</a>	Assignment	1.5
10/24	<a href="#">Midterm Re-Do</a>	Assignment	0
10/31	<a href="#">Week 12 - Participation</a>	Assignment	1.5
10/31	<a href="#">Week 12 - Preparation Quiz</a>	Quiz	1.5
11/1	<a href="#">Quiz 3 - Arthritis</a>	Quiz	20
11/1	<a href="#">OER Case Study Topic</a>	Discussion	5
11/7	<a href="#">Week 13 - Participation</a>	Assignment	1.5
11/7	<a href="#">Week 13 - Preparation Quiz</a>	Quiz	1.5
11/8	<a href="#">Quiz 4 - Spine, Hip and Knee</a>	Quiz	20
11/8	<a href="#">OER Case Study Article 1</a>	Assignment	10
11/15	<a href="#">OER Case Study Article 2</a>	Assignment	10
11/15	<a href="#">Quiz 5 - Shoulder</a>	Quiz	20
11/17	<a href="#">UOTA Participation and Reflection</a>	Assignment	25

<b>Due Date</b>	<b>Assignment Name</b>	<b>Assignment Type</b>	<b>Points</b>
11/21	<a href="#">Week 15 - Participation</a>	Assignment	1.5
11/21	<a href="#">Week 15 - Preparation Quiz</a>	Quiz	1.5
11/21	<a href="#">OER Case Study Article 3</a>	Assignment	10
11/28	<a href="#">Civic Engaged Learning: OER Case Study</a>	Assignment	40
11/28	<a href="#">Week 16 - Participation</a>	Assignment	3
11/28	<a href="#">Week 16 - Preparation Quiz</a>	Quiz	1.5
11/28	<a href="#">OER Student Release</a>	Assignment	5
12/5	<a href="#">OTA 1140 - Final</a>	Quiz	75
12/5	<a href="#">Quiz 6 - Chronic Diseases &amp; Bariatric Care</a>	Quiz	20
12/6	<a href="#">Civic Engaged Learning Reflection</a>	Assignment	25
12/12	<a href="#">1140 Midterm Practice Quiz</a>	Quiz	0
12/12	<a href="#">OTA 1140 - Final Practice Quiz</a>	Quiz	0