

Header

Phys Dys I Sup Instruct

OTA1150 301

Instructor Information

Phone:

Email:

Office Location:

Office Hours

Course Description

Students learn practical application and apply active learning in lecture content. Designated as a Community-Engaged Learning class.

Prereq: Acceptance into the OTA program

Coreq: OTA 1140

Semester: Fall

Students learn practical application and apply active learning in lecture content from OTA 1140. Designated as a service learning class.

Course Student Learning Outcomes

- Identify the component activities related to the OT (occupational therapy) Practice Framework.

- Identify and describe how to use data resources for screening and evaluations.
- Identify how to use an occupational therapy model of practice or frame of reference to evaluate and contribute to treatment planning of an individual with physical dysfunction.
- Discuss and demonstrate proficiency in treatment techniques and strategies for various diagnoses including the ability to provide training in self-care, self-management, health-management, and maintenance, home management and/or community and work integration as necessary.
- Demonstrate competency in development, remediation, and compensation for varying body functions outlined in the OT Practice Framework.
- Describe how to obtain evidence related to the cognitive and physical functioning levels of patients in order for evidence-based best practice.
- Articulate the effects of heritable diseases, genetic conditions, disability, trauma, and injury to the physical and mental health and occupational performance of the individual.
- Demonstrate familiarity with various commonly utilized OT assessment tools through oral presentation.
- Demonstrate aspects of effective documentation necessary to therapy records, and reimbursement.
- Record treatment session content accurately.
- Identify standardized evaluation instruments and methods used in occupational therapy.
- Identify standardized and non-standardized assessment tools appropriate to the role of the Certified Occupational Therapy Assistant (COTA) under the direction of an Occupational Therapist, Registered (OTR).
- Utilize measures and quantitative standards such as number of repetitions, variation of size, and time measurements accurately and appropriately in communication.
- Analyze activity into logical components that will adjust to the therapeutic needs of patients.
- Demonstrate how assessment results would contribute to an occupational therapy treatment plan and how reassessment occurs during treatment sessions.

- Develop a thorough treatment plan based upon an accurate analysis of a patient's history, current level of function, and goals.
- Promote the use of appropriate home and community programming to support performance in the client's natural environment and participation in all contexts relevant to the client by creating a home exercise program (HEP).
- Monitor and reassess, in collaboration with the client, caregiver, family, and/or significant others, the effect of occupational therapy intervention and the need for continued or modified intervention, and communicate the identified needs to the occupational therapist verbally and in written format in the OTA clinic.
- Develop an awareness of available services for people who have disabilities that reside within our community.
- Identify and distinguish between a variety of systems and service models, including, but not limited to, health care, education, community, and social models, and how these models may effect service provision.
- Describe and discuss an environment that assures personal safety, comfort and dignity of the patient during the screening, evaluation and treatment process.
- Demonstrate appropriate interpersonal skills during coursework and lab practicums.
- Demonstrate an understanding of health literacy and the ability to educate and train the client, caregiver, and family and significant others to facilitate skills in areas of occupation as well as prevention, health maintenance, health promotion, and safety.
- Utilize word processing skills to complete written communication in a brief, accurate and effective manner.

Course Prerequisites

PREREQUISITES:

Admission into the OTA program

COREQUISITE WITH:

Keys for Success (how to succeed in the course)

Student expectations:

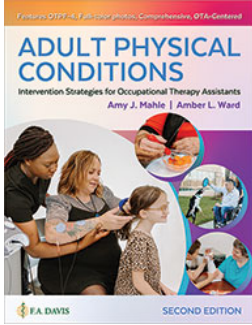
1. Complete all preparatory reading and assignments prior to scheduled class
2. Arrive to class on time and attend all class sessions
3. Present and participate for entire class period. No packing up early.
4. Check Bruinmail daily
5. Respect instructor and fellow students
6. Complete and submit all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

Consult OTA Program Handbook for further details on expectations and tips for success

Required Text or Materials



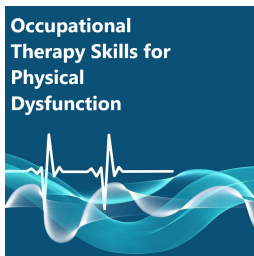
Title: Adult Physical Conditions

ISBN: 9781719644365

Authors: Amy J. Mahle, Amber L. Ward

Publication Date: 2022-01-01

Edition: 2nd edition



Title: Occupational Therapy Skills for Physical Dysfunction

Subtitle: <https://slcc.pressbooks.pub/catalog/gabebyars>

Authors: Gabe Byars, OTR/L

Publisher: PressBooks

Brief Description of Assignments/Exams

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

Midterm practical (75 points)

The midterm practical will focus on skills learned within the first six weeks of the physical dysfunction supervised instruction. Each student will sign up, with a partner, for a specific timeslot on October 6. During that time, students will be asked to demonstrate a given skill with their partners. The grade will be assessed based on correct performance, professional behavior, and therapeutic rapport.

Final (75 points)

The final will focus on the skills learned in the second half of the semester but will be comprehensive of all skills learned this semester. Each student will sign up with a partner for a given timeslot on the designated final exam day. During that time, students will be asked to demonstrate a given skill with their partners. The grade will be assessed based on correct performance, professional behavior, and therapeutic rapport.

Intervention Assignments (4 @ 20 points each)

Students will develop an occupation-based intervention targeted at a specific area of occupational performance. Each intervention will include a brief description, a list of materials needed, ways to grade the intervention up and down, and a discussion of clinical reasoning. Each intervention will utilize a case study in the Mahle and Ward text.

- Occupation-based strengthening intervention: Ch. 9
- Occupation-based ROM intervention: Ch. 7
- Task-based motor control intervention: Ch. 8
- Occupation-based arthritis intervention: Ch. 21

Case Study Worksheet (25 points)

We will utilize a case study from EHR Go to apply what you have learned and to build clinical reasoning skills. Students are expected to read through the case study prior to class and complete a worksheet. The worksheet is designed to ensure students understand the health conditions, terminology, the client's occupational profile, goals, and context.

Service-Learning Project (75 points total)

Occupation-based health promotion: One area where occupational therapy can be particularly valuable is health promotion. Health promotion involves interventions that improve health or determinants of health. This project will involve students developing occupation-based interventions for health promotion. These interventions will be presented as a resource to our community partner. Full details about this project, including rubrics and expectations, will be discussed on October 27. This project will build off the social determinates of the health project from OTA 1140.

Clinic SOAP Notes (2 @ 10 points)

You will be assigned to participate in at least two sessions of the OTA Adult Physical Dysfunction clinic and to attend two sessions of either the adult or pediatric OTA Telehealth Clinic. Submit clinical documentation summarizing the visit using the SLCC OTA Clinic documentation framework. Do not include any personal health information or other identifying information. Use initials or a pseudonym. Submit your note on Canvas by 5:00 PM on the Monday following your clinic session.

Clinic Participation (20 points)

Students will be assigned to participate in at least two sessions of the OTA Adult Physical Dysfunction clinic and to attend two sessions of either the adult or pediatric OTA Telehealth Clinic. Points will be awarded for full, active participation in all assigned clinics.

Professionalism Points (3 points/day, 39 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 will be assessed by performance on a multiple-choice quiz at the beginning of class periods throughout the semester. Questions will be taken directly from the reading. Participation in class 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.

Midterm practical	75
Final practical	75
Intervention Assignments (4@20 points each)	100
Case Study Worksheet	25
Service-Learning Reflection	25
SOAP Notes (2@10 points each)	20
Clinic Participation	20
Professionalism Points (3 pts/day)	39
Course Evaluation	5
Total points possible	454

Grading Scale

GRADING SCALE:

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	

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.

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

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](#)

Additional Policies

Please consult the OTA Program Handbook for further details on polices and expectations

<https://www.slcc.edu/ota/docs/23-24-ota-handbook.pdf>

Class Schedule

OTA 1150 – Physical Dysfunction I Supervised Instructions

Thursday

Fall 2023—Salt Lake Community College

Week	Date	Class Topic	Reading	Assignment
#1	Aug 24	<ul style="list-style-type: none">• Syllabus, course schedule, & description of assignments• Organizing Framework: OTPF and ICF• Activity: Occupational Profile	Mahle and Ward (M&W), Ch 1	

#2	Aug 31	<ul style="list-style-type: none"> • Strength Assessment and Intervention 	<ul style="list-style-type: none"> • OER: Occupational Therapy Skills for Physical Dysfunction. (OER) Ch 1.1 • Review M&W, focus on pgs. 316-329 • Pre-Quiz 	
#3	Sep 7	<ul style="list-style-type: none"> • ROM Assessment and Intervention • Clinic Overview 	<ul style="list-style-type: none"> • OER Ch 1.2 and Pre-Quiz • Review M&W, focus on pgs. 287 – 301 • Clinic Manual and paperwork 	<ul style="list-style-type: none"> • Occupation-based strengthening intervention
#4	Sep 14	<ul style="list-style-type: none"> • Activity Tolerance Interventions 	<ul style="list-style-type: none"> • OER Ch 1.3 and Pre-Quiz 	<ul style="list-style-type: none"> • Occupation-based ROM intervention
#5	Sep 21	<ul style="list-style-type: none"> • Task-based motor control interventions 	<ul style="list-style-type: none"> • OER Ch 1.4 and Pre-Quiz 	
#6	Sep 28	<ul style="list-style-type: none"> • Sensation 	<ul style="list-style-type: none"> • OER Ch 1.5 and Pre-Quiz 	<ul style="list-style-type: none"> • Task-based motor control intervention
#7	Oct 5	<ul style="list-style-type: none"> • Vision assessment and intervention 	<ul style="list-style-type: none"> • OER Ch 1.6 and Pre-Quiz 	
#9	Oct			

	12	<ul style="list-style-type: none"> • Cognition Assessment and Intervention 	<ul style="list-style-type: none"> • OER Ch 1.7 and Pre-Quiz 	
#8	Oct 29	Fall Break		
#10	Oct 27	Halloween Practical Exam		
#11	Nov 2	<ul style="list-style-type: none"> • Neurophysiological models of motor control 	<ul style="list-style-type: none"> • OER Ch 1.8 and Pre-Quiz 	
#12	Nov 9	<ul style="list-style-type: none"> • Case Study 	<ul style="list-style-type: none"> • EHR Go Case Study 	Case Study Worksheet
#13	Nov 16	<ul style="list-style-type: none"> • Arthritis and orthopedic interventions 	<ul style="list-style-type: none"> • OER Ch 1.9 and Pre-Quiz 	
#14	Nov 23	Thanksgiving		
#15	Nov 30	<ul style="list-style-type: none"> • Thermal modalities 	<ul style="list-style-type: none"> • OER Ch 1.10 and Pre-Quiz • M&W, Ch 18 (up to pg. 462) 	<ul style="list-style-type: none"> • Occupation-based arthritis intervention
#16	Dec 7	<ul style="list-style-type: none"> • Electric modalities 	<ul style="list-style-type: none"> • OER Ch 1.11 and Pre-Quiz • M&W, Ch 18 (pgs. 462 – 478) 	
#17	Comprehensive In-Class Final and Practical (TBD)			

Class Schedule

Due Date	Assignment Name	Assignment Type	Points
8/24	Professionalism week 1	Assignment	3
8/31	Week 2 - Pre-Quiz	Quiz	1.5
8/31	Professionalism week 2	Assignment	1.5
9/6	Occupation-based strengthening intervention	Assignment	20
9/7	Week 3 - Pre-Quiz	Quiz	1.5
9/7	Professionalism week 3	Assignment	1.5

Due Date	Assignment Name	Assignment Type	Points
9/13	Occupation-based ROM intervention	Assignment	20
9/14	Week 4- Pre-Quiz	Quiz	1.5
9/14	Professionalism week 4	Assignment	1.5
9/21	Week 5 - Pre-Quiz	Quiz	1.5
9/21	Professionalism week 5	Assignment	1.5
9/27	Task-Based Motor Control Intervention	Assignment	20
9/28	Week 6 - Pre-Quiz	Quiz	1.5
9/28	Professionalism week 6	Assignment	1.5
10/5	Week 7 - Pre-Quiz	Quiz	1.5
10/5	Professionalism week 7	Assignment	1.5
10/12	Week 8 - Pre-Quiz	Quiz	1.5
10/12	Professionalism week 8	Assignment	1.5
10/26	Midterm - Skills Practical	Assignment	50
11/2	Week 12 - Pre-Quiz	Quiz	1.5
11/2	Professionalism week 12	Assignment	1.5
11/9	Case Study Worksheet	Assignment	25

Due Date	Assignment Name	Assignment Type	Points
11/9	Professionalism week 11	Assignment	3
11/16	Week 13 - Pre-Quiz	Quiz	1.5
11/16	Professionalism week 13	Assignment	1.5
11/30	Week 15 - Pre-Quiz	Quiz	1.5
11/30	Professionalism week 15	Assignment	1.5
12/3	SOAP Note 2	Assignment	10
12/3	SOAP Note 1	Assignment	10
12/6	Occupation-based Arthritis intervention	Assignment	20
12/7	Week 16 - Pre-Quiz	Quiz	1.5
12/7	Professionalism week 16	Assignment	1.5
12/8	Service Learning Reflection - Adult Onsite and Telehealth Clinics	Assignment	25
12/14	Fall 2022 Course Evaluations	Assignment	5
	Clinic Participation	Assignment	20
	Final - Skills Practical	Assignment	75