

Header

OT Modalities II Lecture

OTA1220 301

Instructor Information

Phone:

Email:

Office Location:

Office Hours

Course Description

Students will learn theory of assistive technology and application of upper extremity dynamic splinting, prostheses, orthotic devices, computer technology, environmental controls, and specialty areas of practice. This is a designated service-learning course.

Prereq: Complete all first semester courses

Coreq: OTA 1230

Semester: Spring

CURRICULUM LEVEL:

Year 1, Semester 2

Average faculty/student ratio: 1:24

Clock Hours per Week: Lecture 2

PREREQUISITES: Completion of all previous semester coursework.

COREQUISITE: OTA 1230

COURSE DESCRIPTION:

Students will learn theory of assistive technology and application of upper extremity dynamic splinting, prostheses, orthotic devices, computer technology, environmental controls, and specialty areas of practice. This is a designated service-learning course.

COURSE FOCUS:

Lectures, overheads, handouts, videos, guest speaker's fieldtrips and discussion groups. Community engaged learning component will require students to fabricate or set up a client with assistive technology to increase client's participation in the community/prevent deformity/enhance functional performance.

RELATIONSHIP TO THE CURRICULUM DESIGN:

OTA 1220 is taught in the second semester and builds on concepts taught in OTA 1120 Occupational Therapy Modalities I. The course is in conjunction with the OTA 1280 Pediatric/Adolescence Lecture using high tech technology for the pediatric population. This course must be taught concurrently with OTA 1230 Modalities II. This course is also in conjunction with OTA 1240/1250 Physical Dysfunction II and jointly explores adult recreation options, alternative treatments, power mobility and driver's training.

Course Student Learning Outcomes

- Locate resources and determine high tech and low tech technological adaptations and identify assistive technology devices to enhance occupational performance for a simulated or real client.

- Describe how to use an e-portfolio to demonstrate reflective learning, assessment of skills and maintenance of competency.
- Identify the role of the occupational therapy assistant (OTA) and occupational therapist (OT) in the delivery of assistive technology services.
- Identify emerging and specialty practice areas in occupational therapy and the process to be able to achieve certifications and/or work in these areas.
- Understand the need for and use of compensatory strategies through the use of assistive technology when desired life occupations cannot be performed.
- Demonstrate professional behaviors through timely arrival/departure, attendance, and communication with peers, clients, guest speakers, and other professionals.
- Present on current/common practices of the use of technological devices and programs.
- Demonstrate in writing or verbally precautions, wear, and maintenance of orthotic devices.
- Compare the costs of high tech and low tech pieces of adaptive equipment to determine “best fit” for persons with varying disabilities.
- Calculate the costs for materials and supplies needed for various assignments.
- Demonstrate the ability to consider a combination of contextual issues, maintenance, cost, compliance, and safety in obtaining equipment.
- Identify functional limitations created by performance skill deficits as they relate to providing and maintaining assistive technology.
- Articulate the need for and use of compensatory strategies through the use of assistive technology when desired life tasks cannot be performed.
- Reflect on new or non-traditional therapeutic interventions for either Occupational Therapy (OT) practice or in referral to a specialist.
- Demonstrate the ability to use library resources to locate evidence-based articles to support the use of modalities or technological device/s for therapeutic interventions.
- Identify and demonstrate the process to advocate for persons with disabilities with assistive technology funding needs.
- Complete a service learning project as directed by the instructor.
- Engage in small groups or with a partner to produce professional work.

- Utilize word processing for written assignments and access course material/grades through Canvas.
- Utilize technology to complete assignments.

Course Prerequisites

CURRICULUM LEVEL:

Year 1, Semester 2

Average faculty/student ratio: 1:24

Clock Hours per Week: Lecture 2

PREREQUISITES: Completion of all previous semester coursework.

COREQUISITE: OTA 1230

Required Text or Materials

*image
not
available*

Title: Occupational Therapy Practice Framework

ISBN: 9781569006122

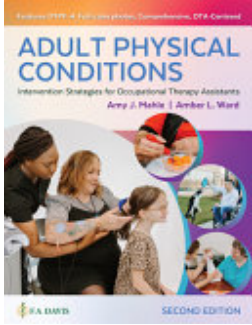
Publication Date: 2020-01-01

Title: Adult Physical Conditions

ISBN: 9781719644358

Authors: Amy J. Mahle, Amber L. Ward

Publication Date: 2022-02-01



For more information on textbook accessibility, contact Accessibility & Disability Services at ads@slcc.edu.

Class Schedule

Due Date	Assignment Name	Assignment Type	Points
	Alternative Setting Choice	Discussion	0
	Extra credit	Assignment	0
	Introduce Yourself	Discussion	0
	Therapeutic App Choice	Discussion	0
	Therapeutic Application Handout Share	Discussion	0
1/23	Week 3 - Professionalism Points	Assignment	3
1/8	Week 1 - Professionalism Points	Assignment	3
1/22	Week 3 - Professionalism Points	Assignment	3

Due Date	Assignment Name	Assignment Type	Points
1/29	Week 4 - Professionalism Points	Assignment	3
2/4	Service Learning Status Update 1	Assignment	5
2/5	Week 5 - Professionalism Points	Assignment	3
2/12	Week 6 - Professionalism Points	Assignment	3
2/16	Service Learning Status Update 2	Assignment	5
2/26	Week 8 - Professionalism Points	Assignment	3
3/11	Week 10 - Professionalism Points	Assignment	3
3/18	Week 11 - Professionalism Points	Assignment	3
3/18	Alternative Practice Area Presentation	Assignment	50
3/22	Service Learning Status Update 3	Assignment	5
3/25	Week 12 - Professionalism Points	Assignment	3

Due Date	Assignment Name	Assignment Type	Points
3/26	Therapeutic Apps Assignment	Assignment	50
4/1	Week 13 - Professionalism Points	Assignment	3
4/8	Week 14 - Professionalism Points	Assignment	3
4/12	Service Learning_ Status Update 4	Assignment	5
4/15	Week 15 - Professionalism Points	Assignment	3
4/22	Week 16 - Professionalism Points	Assignment	3
4/22	Service Learning_ Presentation	Assignment	50
4/26	Service Learning_ Reflection	Assignment	15
4/26	Community Engaged Learning Peer Final Evaluation	Assignment	25
4/28	e-Portfolio	Assignment	60
4/29	Community Partner Evaluation	Assignment	20
5/2	Final Assessment	Assignment	75

Brief Description of Assignments/Exams

EHR Go, www.ehrgo.com. Cost: \$65. Students will receive an invitation email to join EHR go during the first week of class.

AOTA Student Membership

Course References:

Cook, A.M, Polgar, J. M. (2012). Essentials of assistive technologies. Elsevier: St. Louis Missouri.

Thomas, H. (2015). Occupation-based activity analysis (2nd ed.). Slack: Thorofare, NJ.

SUPPLIES and TOOLS:

Access to a digital camera or cell phone for photos

Access to a computer with internet services

Grading Scale

COURSE EVALUATION**	Total points available
Therapeutic Apps Assignment	50
Alternative Practice Area Group Presentation	50
Final Assessment	75
Community Engaged Learning Project and Presentation	120
e-Portfolio	60
Participation/Professionalism Points	39
Total points:	394

GRADING SCALE:

The following grade scale will be used for calculating the final grade for this course:

A95-100%A-90-94%B+87-89%B83-86%B-80-82% C+78-79%C75-77%C-71-74%D+67-70%D64-66%D-60-63%E59% 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, email via Bruinmail, and/or stated in class. It is the student's responsibility to check the site frequently for updates.

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

Method of Instruction:

This class may involve fieldtrips, conference attendance, local/statewide travel, and co-instruction with guest lecturers in other OTA and/or PTA classes. Flexibility by the student is crucial. The focus is to cover the material in a format from a variety of professionals and faculty contributions.

**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.

** Students must achieve minimum competency of skills in all courses and assignments as outlined in each course syllabi and assignment. Students who fail a quiz will be required to retake it once. 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. The final grade for the course is determined on the total number of points achieved by the student. As noted above the first score of a quiz or other exam is calculated. In order to pass the course, the student needs to achieve 75% of the total points available.

ELECTRONIC DEVICES:

Professional behaviour includes professional use of technology in class, clinic, community engaged learning and clinics. Both learning to be and being an occupational therapy assistant takes focus and hard work. Technology (cell phones, tablets, laptops, etc.) can further or detract from your progress towards these goals. Examples of use of technology that can further learning and clinical skills: taking notes, referencing reading, researching questions about learning, etc. Examples of use of technology that detracts from learning and clinical skills: texting, browsing social media, researching dinner recipes, focusing on classwork other than what is happening now, etc.

Key question to ask yourself regarding use of technology in class: Does this bring the focus of my classmates, my instructor, my client, or myself away from what is happening now?

If the answer is yes, please refrain from the technology use. If the instructor feels that technology use is bringing focus away, responses may include instructor feedback, loss

of professionalism points, or being asked to leave class. If you have an urgent need to use technology during class that does violate this policy (sick child, work emergency, etc.), please speak with the instructor before class or during a break.

STUDENT ATTENDANCE AND ABSENCE POLICY:

Please refer to the OTA Student Handbook for details regarding the Attendance and Absences Policy. Briefly, all students are expected to be in class unless a serious illness or emergency occurs. Students will notify instructor prior to class if they will be missing. Students who are absent for an entire day will accumulate one unexcused absence for each course missed. Notification of the instructor does not assume the absence is excused. Being late to class, not coming back on time from break or leaving early is also considered an unexcused absence. Two unexcused absences will be followed with a Letter of Probation. Two Letters of Probation will result in dismissal from the OTA program.

LATE ASSIGNMENT POLICY:

Please refer to the Late Assignment policy in the OTA Student Handbook for details regarding late assignments. Briefly, in order to develop and establish professional behaviors, assignments for any given course must be turned in during the scheduled course time, unless other arrangements have been made with an instructor. After the class is dismissed for the day, assignments can be turned in up until 11:59 pm via email or Canvas (if approved by instructor) for 50% of the points. After that time, the assignment is still expected to be turned in, but the point value will decrease to zero. If a student has an unexcused absence for the class, no points will be awarded for assignments unless it is turned in prior to the start of the course electronically to the instructor.

Quizzes and other exams can only be made up with an excused absence. In the case of a practical or final exam, makeup is required but no point value will be awarded.

COMMUNITY-ENGAGED LEARNING

Community-engaged learning enhances course learning outcomes and student engagement while also addressing community-identified needs. Community-engaged learning incorporates critical reflective thinking and civic engagement into academic coursework by means of integrating service opportunities with nonprofits, governmental, and/or educational community partners. Community-engaged learning involves students in activities that attend to local needs while developing their academic skills, increasing their subject matter knowledge, and commitment to their communities. Community-engaged learning commonly intersects with other High Impact Practices.

Examples of community-engaged learning in the OTA program include:

- Faculty and students work with an under-resourced non-profit community partner to create educational resources and trainings for staff and clients.
- Students practice critical reflection through such activities as journal writing, group discussion, or presentations that link the service they did in the community to course content.
- Faculty & students providing OT services and educational resources to uninsured populations through SLCC's onsite and telehealth pro bono clinic.