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# Phys Dysfunction II Lect

OTA1240 301

## Instructor Information

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**Phone:**

**Email:**

**Office Location:**

**Office Hours**

## Course Description

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Students continue the study of additional adult disabilities to learn how 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.

## Course Student Learning Outcomes

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- Identify the etiology, prevalence, process, and OT areas of evaluation and treatment regarding various physically disabling conditions experienced by adults.
- Implement intervention strategies to remediate and/or compensate for cognitive deficits that affect occupational performance.

- Articulate training methods and resources for patients and caregivers in techniques to enhance community mobility, including public transportation, community access, and issues related to driver rehabilitation.
- Demonstrate the use of superficial thermal and mechanical modalities as a preparatory measure to improve occupational performance.
- Research and present an innovative treatment technique pertaining to a physical disability to peers.
- Use measures and quantitative standards such as number of repetitions, variation of size, time measurements, etal with all documentation.
- Accurately calculate the resting HR (heart rate) and target HR of a sample patient.
- Demonstrate proficiency in utilizing presented information to clinically reason and implement treatment.
- Explain how life-long learning is crucial to maintaining competence in health professions.
- Student will demonstrate therapeutic use of self and knowledge of teaching-learning methodology to effectively complete projects.
- Student will effectively use appropriate and evidence-based information technology to complete written and oral communication.

## Course Prerequisites

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Completion of previous semester coursework

## 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

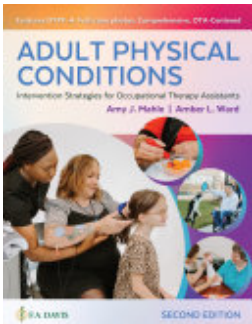
6. Complete and submit all assignments on-time
7. Communicate your needs

#### 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

**ISBN:** 9781719648493

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

**Publisher:** F.A. Davis

**Publication Date:** 2022-03-01

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

## Class Schedule

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Due Date	Assignment Name	Assignment Type	Points
	<a href="#">Extra credit</a>	Assignment	0
1/12	<a href="#">Week 1: Professionalism</a>	Assignment	3

<b>Due Date</b>	<b>Assignment Name</b>	<b>Assignment Type</b>	<b>Points</b>
1/19	<a href="#">Week 2 - Participation</a>	Assignment	1.5
1/19	<a href="#">Week 2 - Preparation Quiz</a>	Quiz	1.5
1/25	<a href="#">PBL Case Study 1</a>	Assignment	20
1/26	<a href="#">Week 3 Preparation Quiz</a>	Quiz	1.5
1/26	<a href="#">Week 3: Professionalism</a>	Assignment	1.5
1/26	<a href="#">EBP clinical question</a>	Discussion	5
2/1	<a href="#">PBL Case Study 2</a>	Assignment	20
2/2	<a href="#">Week 4 - Preparation Quiz</a>	Quiz	1.5
2/2	<a href="#">Week 4: Professionalism</a>	Assignment	1.5
2/2	<a href="#">Quiz: Cardiopulmonary &amp; CVA</a>	Quiz	20
2/2	<a href="#">EBP Article 1 Summary</a>	Assignment	1
2/9	<a href="#">Week 5 - Preparation Quiz</a>	Quiz	1.5
2/9	<a href="#">Week 5: Professionalism</a>	Assignment	1.5
2/16	<a href="#">Week 6 - Preparation Quiz</a>	Quiz	1.5
2/16	<a href="#">Week 6: Professionalism</a>	Assignment	1.5
2/16	<a href="#">Quiz: TBI</a>	Quiz	20

<b>Due Date</b>	<b>Assignment Name</b>	<b>Assignment Type</b>	<b>Points</b>
2/16	<a href="#">EBP Article 2 Summary</a>	Assignment	1
2/23	<a href="#">Midterm</a>	Quiz	50
2/29	<a href="#">PBL Case Study 3</a>	Assignment	20
3/1	<a href="#">Week 8 - Preparation Quiz</a>	Quiz	1.5
3/1	<a href="#">Week 8: Professionalism</a>	Assignment	1.5
3/1	<a href="#">EBP Article 3 Summary</a>	Assignment	1
3/13	<a href="#">Midterm re-do</a>	Assignment	0
3/15	<a href="#">Week 10- Preparation Quiz</a>	Quiz	1.5
3/15	<a href="#">Week 10: Professionalism</a>	Assignment	1.5
3/15	<a href="#">EBP Article 4 Summary</a>	Assignment	1
3/21	<a href="#">PBL Case Study 4</a>	Assignment	20
3/22	<a href="#">Week 11 Professionalism</a>	Assignment	1.5
3/22	<a href="#">Week 11 - Preparation Quiz</a>	Quiz	1.5
3/29	<a href="#">Week 12 Professionalism</a>	Assignment	3
3/29	<a href="#">Week 12- Preparation Quiz</a>	Quiz	1.5
3/29	<a href="#">EBP Article 5 Summary</a>	Assignment	1

Due Date	Assignment Name	Assignment Type	Points
3/29	<a href="#">Quiz: Spinal Cord Injury and Hand Rehab</a>	Quiz	20
4/5	<a href="#">Week 13: Professionalism</a>	Assignment	3
4/5	<a href="#">OTAS/OTS Collaboration</a>	Assignment	50
4/5	<a href="#">Quiz: Amputation, Polytrauma, and Brachial Plexus</a>	Quiz	17
4/11	<a href="#">PBL Case Study 5</a>	Assignment	20
4/12	<a href="#">Week 14: Professionalism</a>	Assignment	3
4/14	<a href="#">EBP Paper</a>	Assignment	35
4/19	<a href="#">Week 15: Professionalism</a>	Assignment	3
4/19	<a href="#">Quiz: Oncology and Bowel, Bladder, and Sexuality</a>	Quiz	20
4/25	<a href="#">EBP Presentation</a>	Assignment	25
4/30	<a href="#">Final</a>	Quiz	75

## Brief Description of Assignments/Exams

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### Quizzes

Students will be tested upon knowledge and understanding of information from lecture and supervised instruction. Quizzes will be taken on Canvas. Quizzes may cover any material from reading, lecture, or supervised instruction. A score below 75% will require

the student 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 quiz score will be dropped from grading.

### Problem Based Learning (PBL) Case Studies

This assignment will facilitate student's transition to self-directed learners. As part of learning about different diagnostic groups, students will be independently researching novel concepts. Students will be responsible for reading a client's chart in EHR Go and identifying 5 novel terms or concepts.

This includes, but is not limited to, diagnoses, symptoms, medications, and medical procedures. Students will research each concept on the internet and write a paragraph describing the concept and relating it to occupational therapy interventions. Students will identify the source(s) and evaluate the source for credibility.

### EBP Summary/Presentation

Students will choose one topic or diagnosis related to occupational therapy practice. Each student will develop a clinical question regarding occupational therapy assessment or diagnosis and then apply the evidence-based practice process to develop an answer. Students are expected to find and use at least 5 primary references. Students can re-use one article from this project for their Fieldwork Evidence-Based Practice Project (OTA 1270). Students will be asked to submit 1 paragraph reviews of articles throughout the semester building towards their EBP project. Students will submit a written summary (5-6 pages) of their findings with clinical recommendations and references. Students are expected to incorporate feedback on their summary from the writing center prior to submitting it for grading. Students will be expected to submit evidence of working with the writing center. Students will then present a summary of their findings and clinical recommendations.

### OTAS/OTS Collaboration

Students will be paired with students from the OT program from Lewis University to develop a collaborative treatment and OT/OTA supervision plan. Lewis University students will send the clients evaluation with a description of needs and goals. SLCC students will be responsible for reviewing the Utah supervision rules and the evaluation. SLCC students are expected to research any unknown terms, assessments, diagnosis, or concepts in the evaluation. Students will meet via phone or teleconference (Skype, Facetime, etc.) for an approximately 30 minute conversation. SLCC students will submit a brief reflection describing the experience, connections to course work and learning outcomes, and how it impacted your views on the OT/OTA relationship. Extra credit (10 points) will be available for students willing to participate in an extra interview.

### Midterm

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

### Final

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

### Professionalism Points

Professionalism points are designed 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, not prepared, or display lack of professionalism you may lose points. Professionalism points are awarded for preparation and participation in class.

Preparation for 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. Participation in class is evidenced by attendance, contributing to discussions, asking questions, focus on 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.

Quizzes (5 @ 20 points each, Drop the lowest quiz)	80
Problem Based Learning (PBL) Case Studies (5 @ 20 points each)	100
OTAS/OTS Collaboration	50
COPM Learning Module	25
EBP Paper	50
EBP Articles	5
EBP Presentation	25
Professionalism Points (3 x 13 weeks)	39
Midterm	50
Final Exam	75
Total points possible	419

## 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		

## Institutional Policies

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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

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OTA Program Policies can be found in the OTA Program Handbook located at:

<https://www.slcc.edu/ota/index.aspx>