OTA128

Physical Dysfunction in Occupational Therapy II

3 Credit Hours

Prepared by:
Shannon Tournier
Curriculum Committee Approval Date: October 28, 2020

Kenneth Wilson, Associate Dean of School of Science and Health
Christopher DeGeare, E.d.D., Dean of Instruction
OTA128 Physical Dysfunction in Occupational Therapy II

I. CATALOGUE DESCRIPTION

A. Pre-requisite and/or Co-requisite:
   Pre-requisite: Admission into the Occupational Therapy Assistant Program, OTA100 Foundations of Occupational Therapy, OTA110 Physical Dysfunction in Occupational Therapy I, OTA111 Physical Dysfunction Performance Skills I, OTA127 Activity Analysis, OTA120 Professional Practice and Management I
   Co-requisites: OTA129 Physical Dysfunction Performance Skills II, OTA130 Psychosocial Occupational Therapy, OTA131 Psychosocial Performance Skills, OTA140 Professional Practice and Management II, OTA150 Level I A Fieldwork

B. Credit hour award: 3 credits

C. Description: Physical Dysfunction in Occupational Therapy II is a second semester continuation of OTA110 Physical Dysfunction in Occupational Therapy I. Students will learn concepts related to evaluation and observation of deficits in sensation, perception, and cognition, intervention for disturbances in cognition and perception, hand splinting, interventions for visual and other sensory dysfunction, and neurotherapeutic approaches to treatment. In addition, students will learn the role of occupational therapy services in relation to the following conditions and diagnoses: cerebrovascular accident, traumatic brain injury, degenerative diseases of the central nervous system, spina cord injury, neurogenic and myopathic dysfunction, arthritic diseases, acute hand injuries, hip fractures and lower extremity joint replacement, burns, amputation and prosthetics, cardiac dysfunction, chronic obstructive pulmonary diseases, oncology, HIV infection, and AIDS. (F)

D. Curricular alignment: Fulfills AAS Occupational Therapy Assistant degree requirement
II. EXPECTED LEARNING OUTCOMES/CORRESPONDING ASSESSMENT MEASURES With numbers in parentheses referring to Accreditation Council for Occupational Therapy Education (ACOTE) standards

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<thead>
<tr>
<th>Expected Learning Outcomes</th>
<th>Assessment Measures</th>
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<tr>
<td>Demonstrate knowledge of the structure and function of the human body to include the biological and physical sciences, neurosciences, kinesiology, and biomechanics. Human development throughout the lifespan (infants, children, adolescents, adults, and older adults. Course content must include but is not limited to developmental psychology, concepts of human behavior to include the behavioral sciences, social sciences, and science of occupation. (B.1.1)</td>
<td>Class Discussion/Activity Formative Assessment Written Project/Paper Summative Examination</td>
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<td>Apply scientific evidence, theories, models of practice, and frames of reference that underlie the practice of occupational therapy to guide and inform interventions for persons, groups, and populations in a variety of practice contexts and environments (B.2.1)</td>
<td>Class Discussion/Activity Formative Assessment Written Project/Paper Summative Examination</td>
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<td>Demonstrate knowledge of and apply the interaction of occupation and activity, including areas of occupation, performance skills, and environments, and client factors (B.3.2)</td>
<td>Class Discussion/Activity Formative Assessment Written Project/Paper Summative Examination</td>
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<td>Demonstrate knowledge of scientific evidence as it relates to the importance of balancing areas of occupation; the role of occupation in the promotion of health, and the prevention of disease, illness, and dysfunction for persons, groups, and populations (B.3.4)</td>
<td>Class Discussion/Activity Formative Assessment Written Project/Paper Summative Examination</td>
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<td>Demonstrate sound judgment in the regard to safety of self and others and adhere to safety regulations throughout the occupational therapy process as appropriate to the setting and scope of practice. This must include the ability to assess and monitor vital signs (e.g. blood pressure, heart rate, respiratory status, and temperature to ensure that the client is stable for intervention (B.3.7)</td>
<td>Class Discussion/Activity Formative Assessment Written Project/Paper Summative Examination</td>
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<td>Demonstrate therapeutic use of self, including one’s personality, insights, perceptions, and judgments as part of the therapeutic process in both individual and group interaction (B.4.1)</td>
<td>Class Discussion/Activity Formative Assessment Written Project/Paper Summative Examination</td>
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<td>Demonstrate clinical reasoning to address occupation based interventions, client factors, performance patterns, and performance skills (B.4.2)</td>
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<td>Utilize clinical reasoning to facilitate occupation based interventions that address client factors. This must include interventions focused on promotion, compensation, adaptation, and prevention (B.4.3)</td>
<td>Class Discussion/Activity Formative Assessment Written Project/Paper Summative Examination</td>
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Contribute to the evaluation process of client(s) occupational performance, including and occupational profile, by administering standardized and non-standardized screenings and assessment tools and collaborating in the development of occupation based intervention plans and strategies. Explain the importance of using sound assessment tools when considering client needs, and cultural and contextual factors to deliver evidence based intervention plans and strategies. Intervention plans and strategies must be client centered, culturally relevant, reflective of current occupational therapy practice, and based on available evidence. (B.4.4)

| Under the direction of an occupational therapist, collect, organize, and report on data for evaluation of client outcomes (B.4.6) |
| Class Discussion/Activity Formative Assessment Written Project/Paper Summative Examination |

Demonstrate and understanding if the intervention strategies that remediate and or compensate for functional cognitive deficits, visual deficits, and psychosocial and behavioral health deficits that affect occupational performance (B.4.9)

| Class Discussion/Activity Formative Assessment Written Project/Paper Summative Examination |

Provide direct interventions and procedures to persons, groups, and populations to enhance safety, health and wellness, and performance in occupations. This must include the ability to select and deliver occupations and activities, preparatory methods and tasks (Including therapeutic exercises) education and training, and advocacy. (B.4.10)

| Class Discussion/Activity Formative Assessment Written Project/Paper Summative Examination |

Explain the need for and demonstrate strategies with assistive technologies and devices (e.g electronic aids to daily living, seating and positioning systems) used to enhance occupational performance and foster participation and wellbeing. (B.4.11)

| Class Discussion/Activity Formative Assessment Written Project/Paper Summative Examination |

Explain the need for orthotics, and design, fabricate, apply, fit, and train in orthoses and devices used to enhance occupational performance and participation. Train in the safe and effective use of prosthetic devices (B.4.12)

<p>| Class Discussion/Activity Formative Assessment Written Project/Paper Summative Examination |</p>
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<tr>
<th>Activity</th>
<th>Class Discussion/Activity</th>
<th>Formative Assessment</th>
<th>Written Project/Paper</th>
<th>Summative Examination</th>
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<td>Provide training in techniques to enhance functional mobility including physical transfers, wheelchair management, and mobility devices (B.4.13)</td>
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<td>Demonstrate interventions that address dysphagia and disorders of feeding and eating, and train others in precautions and techniques while considering client and contextual factors (B.4.16)</td>
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<td>Define safe and effective application of superficial thermal agents, deep thermal agents, electrotherapeutic agents, and mechanical devices to improve occupational performance. This must include indications, contraindications, and precautions (B.4.17)</td>
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<td>Assess, grade, and modify the way persons, groups, and populations perform occupations and activities by adapting processes, modifying environments, and applying ergonomic principles to reflect the changing needs of the client, sociocultural context, and technological advances (B.4.18)</td>
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<td>Demonstrate the principles of the teaching-learning process using educational methods and health literacy education approaches: to design activities and clinical activities and training for persons, groups, and populations. To instruct and train the client, caregiver, family, significant other, and communities at the level of the audience (B.4.21)</td>
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<td>Monitor and reassess, in collaboration with the client, caregiver, family, and 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 (B.4.22)</td>
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<td>Identify occupational needs through effective communication with patients, families, communities, and members of the interprofessional team in a responsive and responsible manner that supports a team approach to the promotion of health and wellness (B.4.23)</td>
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Demonstrate effective intraprofessional OT/OTA collaboration to explain the role of the occupational therapy assistant and occupational therapist in the screening and evaluation process (B.4.24) | Class Discussion/Activity Formative Assessment Written Project/Paper Summative Examination
| Identify and communicate to the occupational therapist the need to refer to specialists both internal and external to the profession including community agencies (B.4.26) | Class Discussion/Activity Formative Assessment Written Project/Paper Summative Examination |
| Implement a discharge plan from occupational therapy services that was developed by the occupational therapist in collaboration with the client and members of the interprofessional team by reviewing the needs of the client, caregiver, family, and significant others; available resources; and discharge environment (B.4.28) | Class Discussion/Activity Formative Assessment Written Project/Paper Summative Examination |
| Locate and demonstrate understanding of professional literature, including the quality of the source of information, to make evidence-based practice decisions in collaboration with the occupational therapist. Explain how scholarly activities and literature contribute to the development of the profession (B.6.1) | Class Discussion/Activity Formative Assessment Written Project/Paper Summative Examination |

### III. OUTLINE OF TOPICS

A. Evaluation and Observation of Deficits in Sensation, Perception, and Cognition

B. Hand Splinting

C. Neurotherapeutic Approaches to Treatment

D. Interventions for Visual and Other Sensory Dysfunction

E. Interventions for Disturbances in Cognition and Perception

F. Cerebrovascular Accident

G. Traumatic Brain Injury

H. Degenerative Diseases of the Central Nervous System

I. Spinal Cord Injury

J. Neurogenic and Myopathic Dysfunction

K. Arthritic Diseases
L. Acute Hand Injuries
M. Hip Fractures and Lower Extremity Joint Replacement
N. Burns
O. Amputation and Prosthetics
P. Cardiac Dysfunction and Chronic Obstructive Pulmonary Disease
Q. Oncology
R. HIV Infection and AIDS

IV. METHOD(S) OF INSTRUCTION

A. Lecture
B. Readings from textbook
C. Supplemental handouts
D. Classroom activities
E. Participation in active learning by computer programs, games, and internet-based activities.
F. Peer interactive activities, group projects, and discussions in classroom and online

V. REQUIRED TEXTBOOK(S)


VI. REQUIRED MATERIALS

A. Course homepage available through Learning Management System currently in use by Jefferson College
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. Library Resources: Access to the American Journal of Occupational Therapy (AJOT)

C. American Occupational Therapy Association website

D. Textbook companion web-site

VIII. METHOD(S) OF EVALUATION

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 AA STATEMENT

Any student requiring special accommodations should inform the instructor and the Coordinator of Disability Support Services (TC101; phone 636-481-3169).

X. ACADEMIC HONESTY STATEMENT

All students are responsible for complying with campus policies as stated in the Student Handbook (see College website, http://www.jeffco.edu).
XI. ATTENDANCE STATEMENT

Regular and punctual attendance is expected of all students. Any one of these four options may result in the student being removed from the class and an administrative withdrawal being processed: (1) Student fails to begin class; (2) Student ceases participation for at least two consecutive weeks; (3) Student misses 15 percent or more of the coursework; and/or (4) Student misses 15 percent or more of the course as defined by the instructor. Students earn their financial aid by regularly attending and actively participating in their coursework. If a student does not actively participate, he/she may have to return financial aid funds. Consult the College Catalog or a Student Financial Services representative for more details.

XII. OUTSIDE OF CLASS ACADEMICALLY RELATED ACTIVITIES

The U.S. 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.

XIII. DIVERSITY STATEMENT

Jefferson College is a community leader dedicated to supporting and promoting diversity through opportunities and experiences that foster a culture of respect, inclusiveness, and understanding for everyone in the campus community to engage in a diverse world.