

This is a SouthArk Master Syllabus. The course syllabus distributed by the instructor may include additional requirements, must be followed by the student in the given term, and is considered to supersede the Master Syllabus.

Course Number
OCCU 1503

Course Title
Occupational Intervention, Analysis, and Application

Course Description
Task activity analysis, teaching and learning process of therapeutic interventions throughout the lifespan. Tools, basic techniques, safety addressed for crafts, fine arts, leisure, exercise, occupation, and wellness. Acceptance in the Occupational Therapy Assistant Program.

College Mission
South Arkansas Community College promotes excellence in learning, teaching, and service; provides lifelong educational opportunities; and serves as a cultural, intellectual, and economic resource for the community.

College Wide Student Learner Outcomes
X Critical Thinking X Responsibility Communication

ACTS Course **Program Course X** Occupational Therapy Assistant Program

ACTS Outcomes

N/A

Program Outcomes

- 6.1. Assist the Occupational Therapist, as requested, in data collection (including but not limited to the occupational profile), perform standardized/non-standardized assessments (analysis of occupational performance) according to directions and accurately report all results to the occupational therapist.
- 6.2 Assist the occupational therapist and client plan relevant intervention specific to the needs of the client, or the client group, based on best practice, including evidence based medicine.
- 6.3. Safely and effectively implement the intervention plan as approved by the occupational therapist and agreed upon by the client, change the intervention technique/plan based on the condition of the client, and report to the occupational therapist and document results.
- 6.4 Safely modify self-performance (including therapeutic use of self) according to the client's needs or condition and report to the occupational therapist and document results.
- 6.5 Collaborate with the occupational therapist and client/family/significant other to formulate a successful transition from service and document results.
- 6.6 Complete all duties in an ethical, legal, safe, and professional manner.

Course Learner Outcomes

CLO#	Course Learner Outcomes (CLO)	Unit Outcomes/ Competencies	ACTS Outcomes	Program Outcomes	Critical Thinking	Communication	Responsibility	Assessment
CLO 1	Gather data and analyze activities and tasks to select, develop, and implement therapeutic interventions in collaboration with occupational therapist. (intake, manipulation, application, cross application) (define, choose, decide, modify)	1, 3, 4, 5, 6, 7, 8, 11, 12, 13, 16, 17, 20, 22, 24, 25, 26, 27, 28, 29, 30	na	1, 2, 5, 6	CT 1			Task Activity Analysis
CLO 2	Know and use safety with task, activity, equipment, and client. (intake, manipulation, apply, cross	2, 3, 6, 9, 10, 12, 17, 19, 20, 21,	na	1-6			R2	Safety with Individual Project

	apply) (recall, recognize, sequence, prioritize)	22, 24, 25, 26, 27, 32					
CLO 3	Interact therapeutically and professionally in Teaching and Learning opportunities and all interactions with others. (manipulation, application) (illustrate, demonstrate)	6, 8, 11, 14, 16, 17, 22, 23, 24, 25, 31, 32	na	2-4	CT2		Teaching and Learning of exercises equipment
CLO 4	Know and use multiple types of activities and occupations to therapeutically interact with others to increase occupational performance and performance skills. (intake, manipulation, application, cross application) (recognize, plan, induce, construct)	1, 2, 3, 5, 6, 7, 8, 12, 13, 14, 15, 16, 17, 18, 19, 21, 22, 25, 26, 29, 30, 31, 32	na	2-4	CT3		Individual Project

Unit Outcomes/ Competencies/Objectives

Individual Student Objectives

The student should, at the end of the course OCCU 1503 Occupation Intervention Analysis and Application:

1. Apply the foundations of occupational theory and occupational performance with activity intervention (use of frames of reference, theories, and practice models in occupational therapy activity therapy). (intake, manipulation, application) B.2.11, 3.1, 3.2, 3.4
2. Learn basic kinesiology taping safety and use. (intake, manipulation) B. 2.2, 2.8, 5.6, 5.3
3. Recognize inherent qualities found in occupation, activity, and purposeful activities and their effects on the health of the individual. (intake, manipulation, application, cross application) B. 2.5, 5.3, 2.7
4. Recognize the importance of the history of activity and changes in the use of activity and current use of activity. (intake, manipulation) B.3.4, 2.1
5. Demonstrate a repertoire of activities which may be used therapeutically and identify resources which may be used to expand this repertoire. (intake, manipulation, application, cross application) B.2.2, 5.2, 5.3, 5.5, 5.6, 5.9, 5.10, 5.12, 5.19, 5. 23
6. Apply logical thinking, critical analysis, problem solving and creativity in completing activities after following instructions. (intake, manipulation, application) B.2.7, 2.8, 2. 10, 4.1, 5.1, 5. 2, 5. 7, 5. 19, 5. 23, 5. 24
7. Research history and instructions of an activity and design handout with activity information and directions. (intake, manipulation) B.1.1, 1.2, 1.3, 2. 7, 2. 8, 5.1, 5.3, 5.5, 5.18, 5.19, 5.20, 5.23
8. Know the teaching/learning process, and educational/teaching role of the occupational therapy assistant. (intake, manipulation, application, cross application) B.2.7, 2.8, 5.5, 5.7, 5.18, 5.20, 5.21, 5.24
9. Properly and safely care for tools, equipment and the work area. (intake, manipulation) A.4.11, B. 2.8, 9.6
10. Strictly adhere to safety procedure (use sound judgment in working with tools and in conjunction with others). (intake, manipulation) B.2.8, 9.6
11. Complete task activity analyses (combining both activity features and client task information) including, but not limited to: areas of occupation, performance skills, performance patterns, activity demands, context(s) and environments, and client factors. (intake, manipulation, application, cross application) B.1.1, 1.2, 1.3, 1.4, 2.2, 2.4, 2.6, 2.7, 2.8, 2.10, 2.11, 3.2, 3.4, 4.1, 4.4, 5.1, 5.2, 5.3, 5.4, 5.6, 5.8, 5.9, 5.17, 5.23, 5.24
12. Select, grade and adapt activities to address a specific client population's areas of need. (manipulation, application, cross application) B.1.1, 1.2, 1.3, 1.4, 2.7, 2.8, 2.10, 5.10, 5.2, 5.3, 5.4, 5.8, 5.23, 5.24
13. Develop, an understanding of how to use leisure, developmental equipment, wellness, and art in occupational therapy intervention. (intake, manipulation, application) B. 1.3, 2.1, 2.4, 2.5, 2.9, 2.11, 5.1, 5.2, 5.3, 5.6, 5.7, 5.17
14. Make a decision regarding proper therapeutic interactions to be used with specific populations, during occupational therapy service provision. (manipulation, application, cross application) B.1.1, 1.2, 1.3, 2.5, 2.7, 2.8, 2.11, 3.2, 3.4, 5.2, 5.3, 5.6, 5.7, 5.8, 5.9, 5.20, 5.23, 5.24
15. Identify occupational therapy use of activity on a global level. (intake, manipulation, application) B. 1.4, 1.6, 2.5, 2.11, 3.2, 3.4, 5.9, 6.2, 8.1
16. Be able to recognize and apply contextual and environmental aspects of therapeutic activities in activity analysis in preparation for client intervention. (manipulation, application) B.1.2, 1.3, 1.4, 2.8, 2.9, 2.10, 3.4, 5.1, 5.2, 5.3, 5.4, 5.7, 5.9, 5.17, 5.20, 5.23, 5.24, 7.1
17. Apply the use of energy conservation, work simplification, METS levels, and joint protection in regard to activity identification and participation. Know the need for compensation when desired life activities cannot be performed. (manipulation, application, cross application) B.1.1, 1.2, 1.3, 1.4, 2.7, 2.8, 2.9, 2.10, 3.4, 5.1, 5.2, 5.3, 5.4, 5.7, 5.8, 5.9, 5.17, 5.20, 5.23, 5.24, 7.1

18. Interview an adult (occupational history) and design an appropriate Wellness Program for the individual. (intake, manipulation, application) B.1.1, 1.2, 1.3, 1.4, 2.2, 2.3, 2.4, 2.5, 2.6, 2.8, 2.9, 2.10, 2.11, 4.1, 4.2, 4.4, 4.9, 5.1, 5.2, 5.3, 5.6, 5.7, 5.8, 5.9, 5.10, 5.17, 5.18, 5.19, 5.23
19. Know the role of occupational therapy to provide training in Vocation and Ergonomics in activity intervention selection. (intake, manipulation) B. 1.1, 1.2, 1.4, 2.2, 2.6, 2.8, 2.10, 5.1, 5.2, 5.3, 5.5, 5.6, 5.8, 5.9, 5.10, 5.19, 5.20, 5.21, 5.22, 5.23, 5.24, 5.25, 5.26, 5.27
20. Perform an ergonomic assessment of a computer and general work station. (intake, manipulation) B. 1.1, 1.2, 2.6, 4.1, 4.2, 4.4, 5.9, 5.10
21. Know the use of occupational therapy services in pain management. (intake) B. 1.1, 1.2, 1.3, 1.4, 2.4, 2.5, 2.6, 2.8, 2.9, 2.10, 2.11, 4.1, 4.4, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.23, 5.10, 5.15, 5.17, 5.19, 5.20, 5.21, 5.22, 5.23, 5.24, 5.25, 5.26, 5.28
22. Analyze occupational therapy equipment in regard to optional uses for various performance skill deficits. (intake, manipulation, application, cross application) B.1.1, 1.2, 1.3, 1.4, 2.2, 2.4, 2.6, 2.7, 2.8, 2.10, 2.11, 3.2, 3.4, 4.1, 4.4, 5.1, 5.2, 5.3, 5.4, 5.6, 5.8, 5.9, 5.17, 5.23, 5.24
23. Know the role of occupational therapy when working with back conditions; design components of a Back School Program for a targeted population. (intake, manipulation, application) B. 1.1, 1.2, 1.3, 1.4, 2.3, 2.4, 2.6, 2.7, 2.8, 2.9, 2.10, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10, 5.17, 5.18, 5.19, 5.20, 5.21, 5.22, 5.23, 5.24, 5.25
24. Demonstrate an ability to consider range of motion during occupation secondary to need to understand clients' deficits in order to plan appropriate activities for, and with, clients. (intake, manipulation) B.1.1, 4.1, 4.2, 4.10, 5.18, 5.19, 5.20
25. Know and Apply aspects of prevention and wellness in intervention.(intake, manipulation, application) B. 1.1, 1.2, 1.3, 1.4, 2.2, 2.3, 2.4, 2.5, 2.6, 2.8, 2.9, 2.10, 2.11, 4.1, 4.2, 4.4, 4.9, 5.1, 5.2, 5.3, 5.6, 5.7, 5.8, 5.9, 5.10, 5.17, 5.18, 5.19, 5.23
26. Analyze developmental equipment in regard to occupational therapy intervention. (intake, manipulation, application) B.1.1, 1.2, 1.3, 2.2, 2.6, 2.7, 2.8, 3.1, 5.1, 5.3, 5.6, 5.18, 5.19, 5.23
27. In order to bridge the distance between non-professional and professional responsibilities the student will demonstrate professional behavior in all course work and activities. Student will accept faculty input to correct any student faulty thinking regarding professional behavior expectations. (dependability, professional presentation, initiative, empathy, cooperation, organization, clinical reasoning, supervisory process, verbal communication, written communication, information seeking, attitude). (intake, manipulation, application, cross application) B.5.20, 9.6
28. Know documentation needs regarding the written record of activities used during intervention. (intake) B.1.8, 2.3, 4.10, 5.1, 5.32, 9.6
29. Know role delineation in regard to evaluation and intervention planning and implementation. (intake) B. 4.5, 4.9, 5.1, 5.31, 9.6, 9.8
30. Identify and report inventory needs to supervisors. (intake, manipulation) B. 5.20, 9.6
31. Complete Teach and Learn session with specific activity. (intake, manipulation, application, cross application) B.2.7, 2.8, 5.5, 5.7, 5.18, 5.20, 5.21, 5.24
32. Apply information from literature regarding activity use (Wii). (intake, manipulation, application) B. 8.2, 8.3, 8.7

Assessment Description(s)

1. Correctly and fully complete 50% of Task Activity Analyses with 75% accuracy or greater. (intake, manipulation, application, cross application) (define, choose, decide, modify)
2. Identify safety concerns while completing client centered activities with 75% accuracy or greater. (intake, manipulation, apply, cross apply) (recall, recognize, sequence, prioritize)
3. Clearly explain and demonstrate use of an exercise technique with 75% accuracy or greater. (manipulation, application) (illustrate, demonstrate)
4. Learn how to complete a new individual project – craft activity with 75% accuracy or greater. (intake, manipulation, application, cross application) (recognize, plan, induce, construct)

Materials and Technological Requirements

Access to Blackboard.

American Occupational Therapy Association membership

Occupational Therapy Practice Framework: Domain and Process, 3rd Ed. 2014. By: American Occupational Therapy Association. ISBN-13: 9781569003619

Lab uniform.

Muscles: Testing and Function With Posture and Pain. 5th ed. (2005). Kendall, F.P., McCreary, E.K., Provance, P.G., Rodgers, M. M., & Romani, W. A. Lippincott Williams & Wilkins; Baltimore, MD.

Tubbs, C. & Drake, M. (2012). *Crafts and creative media in therapy*. 4th ed. Thorofare, NJ: Slack.

Sladyk, K. & Ryan, S. E. (eds.) (2005). *Ryan's occupational therapy assistant: Principles, practice issues, and techniques*. 5th edition Thorofare, NJ: Slack..

Pendleton, H. M., Schultz-Krohn, W. (2013) *Pedretti's Occupational therapy: Practice skills for physical dysfunction*. 7th ed. St. Louis, MO: Elsevier Mosby

Padilla, R.L., Byers-Connon, S., & Lohman, H. L (2012). Occupational Therapy with Elders Strategies for the COTA. 3rd edition. Maryland Heights, MO: Elsevier Mosby.

Early, M. B. (2009). *Mental health concepts & techniques for the occupational therapy assistant*. 4th edition. Philadelphia: Wolters Kluwer.

You will be supplied with information in class regarding additional supplies you will need throughout the course.

Class Attendance Policy

Students are expected to attend all classes in which they are enrolled. If a student is absent from a class session, it is the student's responsibility to make arrangements to complete or make up any work missed. No make-up work for missed classes will be allowed without the approval of the instructor. Students who enroll late must assume all responsibility for work missed. Classes not attended as a result of late enrollment may be counted toward excessive absences. Students not attending the entire class period may be counted absent for that period. An instructor may drop students with a grade of "WE" if students have been absent for an excessive number of days. Warning letters will be sent to the students advising them of the consequences of nonattendance and urging them to contact their instructors immediately. Excessive absences are defined as follows:

Regular Semester

Courses which meet once a week.....	2 absences
Courses that meet twice per week	3 absences
Courses that meet four times per week	5 absences

Summer Session

Courses that meet four times per week in a five week session	3 absences
Courses which meet two evenings per week in a 10 week session	3 absences

Students enrolled in special programs or individualized instruction should contact their program director/instructor regarding specific attendance requirements for the program/course. Some of the selective-admission, health-science programs have specific criteria regarding attendance. Students are encouraged to refer to program policies in these matters.

Jury Duty/Military/Official School Function

Scheduled absences are those that occur due to college-related activities or as a result of summons to jury duty or military duty. Classes missed as a result of scheduled absences will not be counted as excessive absences if the instructor is notified and provided documentation prior to the absence(s). Make-up work for scheduled absences will be at the discretion of the instructor.

In all instances, documentation must be provided to the instructor within 24 hours of receipt. Documentation should come from an appropriate party on letterhead or other official stationery with a signature and contact information. Documentation should list the corresponding dates of the leave.

Medical leave

For medical-related absences, documentation must include written notice from the treating medical professional documenting time needed off related to medical reasons and time student may resume classes. The medical reason does not need to be listed on the documentation; the documentation must include only that there is a medical reason, the amount of time the student needs to be absent, and the time the student should be able to return to classes. Students who elect to work at home while on excused leave must meet with their instructors to make arrangements to do so. Working on coursework while on medical leave is not a requirement but can be requested by students. If students request that they be allowed to work at home while on an excused leave, the instructor will make every reasonable effort to ensure that the student is able to do so.

For students who have a medical condition necessitating time off or accommodation:

- 1) They may work at home on assignments if they choose to if on medical leave approved by a medical professional
- 2) Receive appropriate accommodations related to coursework (i.e., excused from labs with potentially harmful chemicals, have a larger desk, etc.)
- 3) Resume their studies where they left off once they return to classes
- 4) Be allowed to make up any missed work related to medical leave
- 5) Receive incompletes on their transcripts until coursework is completed, according to the incomplete grade contract.
- 6) Be given a reasonable time frame in which to complete missed coursework

Academic Honesty Policy

Students enrolled at South Arkansas Community College are expected at all times to uphold standards of integrity. Students are expected to perform honestly and to work in every way possible to eliminate academic dishonesty. Academic dishonesty includes cheating and plagiarism, which are defined as follows:

- Cheating is an attempt to deceive the instructor in his/her effort to evaluate fairly an academic exercise. Cheating includes copying another student's homework, class work, or required project (in whole or in part) and/or presenting another's work as the student's own. Cheating also includes giving, receiving, offering, and/or soliciting information on a quiz, test, or examination.
- Plagiarism is the copying of any published work such as books, magazines, audiovisual programs, electronic media, and films or copying the theme or manuscript of another student. It is plagiarism when one uses direct quotations without proper credit or when one uses the ideas of another without giving proper credit. When three or more consecutive words are borrowed, the borrowing should be recognized by the use of quotation marks and proper parenthetical and bibliographic notations.

If, upon investigation, the instructor determines that the student is guilty of cheating or plagiarism, the following penalties will apply:

- The student will receive a penalty of no less than a zero on the work in question.
- The instructor will submit a Student Academic Misconduct Form, written report of the incident, to the appropriate dean.
- The dean will submit form to Vice President for Learning to determine disciplinary action.
- The Vice President for Learning will determine whether further disciplinary action will be taken.
- All decisions may be appealed for review through the college's academic appeals procedure.

Equal Opportunity-Affirmative Action Statement

South Arkansas Community College does not discriminate on the basis of age, race, color, creed, gender, religion, marital status, veteran's status, national origin, disability, or sexual orientation in making decisions regarding employment, student admission, or other functions, operations, or activities.

Library Services

Library Homepage: <http://southark.libguides.com/homepage> Library Contact: LibraryStaff@southark.edu or 870.864.7115

Procedures to Accommodate Students with Disabilities

If you need reasonable accommodations because of a disability, please report this to the Vice President of Student Services with proper documentation. VPSS Contact: 870.875.7262

The Early Alert System

In an effort to ensure student retention and success, South Arkansas Community College employs an Early Alert System to identify and support at-risk students as soon as possible in a given semester. The intent of Early Alert is to provide this assistance while there is still time to address behaviors or issues that have the potential of preventing students from completing their courses and degree plans. Students referred through the Early Alert System will be required to work on a corrective action plan with their student advising coach and to include attendance accountability and mandatory academic tutoring either in the academic division or in the Testing and Learning Center (TLC). Once the Student Advising Coach has met with the referred student, and again when the student has met the prescribed corrective actions, the coach will update the Early Alert System so that the instructor is kept informed of the progress in resolving issues.

Behavioral Review Team

At South Arkansas Community College (SouthArk), we are committed to proactive leadership in student wellbeing and campus safety. By focusing on prevention and early intervention with campus situations that involve any person experiencing distress or engaging in harmful or disruptive behaviors, the BRT will serve as the coordinating hub of existing resources to develop intervention and support strategies and offer case management. Students, faculty, staff, and campus guests are encouraged to report any person on campus who is a concern. BRT Contact: 870.875.7262 BRT@southark.edu

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