

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

OTA 2404

Course Title

Physical Dysfunction and Occupational Therapy Intervention Skills

Course Description

Occupational therapy evaluation and intervention for acute and chronic conditions (neurological, spinal cord injury, burns, orthopedic, cardiac, musculoskeletal, arthritic, joint replacement, degenerative, pulmonary, immune deficiency, oncology). Occupational therapy tenets and psychosocial considerations considered.

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

Critical Thinking

Responsibility

Communication

ACTS Course

Program Course

Occupational Therapy Assistant Program

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.

6.7 Demonstrate the importance of professional development, support professional organizations, and advocate for the future of occupational therapy services.

ACTS Outcomes

N/A

Course Learner Outcomes

| CLO # | Course Learner Outcomes (CLO) | Unit Outcomes/Competencies | ACTS Outcomes | Program Outcomes | Critical Thinking | Communication | Responsibility | Assessment |
|-------|---|----------------------------|---------------|------------------|-------------------|---------------|----------------|--|
| CLO 1 | Comprehend and Apply all aspects of the occupational therapy process as they relate to disability and physical dysfunction. (and collaborate with | 1 - 16 | na | 1-6 | CT 3 | | | Complete diagnosis specific case study information |

| | | | | | | | |
|-------|---|---|----|----------------|------|----|---|
| | occupational therapist). (intake, manipulation, application, cross application) (recall, solve, determine, compile) | | | | | | |
| CLO 2 | Know safety precautions and consideration when working with various physical dysfunction diagnoses. (intake, manipulation, application, cross application) (recall, interrelate, examine, modify) | 1 - 16 | na | 1-4, 6 | | R2 | Cardiac Questions |
| CLO 3 | Select and perform therapeutic intervention for those with physical disabilities for occupational performance and performance skills. (intake, manipulation, application, cross application) (find, select, decide, happen) | 2, 3, 4, 5, 6, 8, 9, 10, 11, 12, 13, 15, 16 | na | 2, 3, 6 | CT 3 | | Case study |
| CLO 4 | Know assessment procedures for those with physical dysfunctions. (intake, manipulation, application) (match, identify, distinguish) | 2, 3, 4, 5, 8, 9, 14, 15 | na | 1 | CT 3 | | Sensory Evaluation Questions |
| CLO 5 | Identify, know, and present medical information and safety concerns for diagnoses typically associated with physical dysfunction and occupational therapy service delivery. (intake, application) (select, share) | 1, 5, 7, 8, 9, | na | 1, 3, 5 - 7 | | C2 | Complete diagnosis specific case study information and present said information |

Unit Outcomes/ Competencies/Objectives

Individual Student Objectives

The student should, at the end of the course OCCU 2404 Physical Dysfunction and Occupational Therapy:

1. 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). (apply, cross apply) 5.20, 9.6
2. Know the theories-frames of reference-practice models and approaches to/types of occupational therapy intervention in relationship to physical disabilities. (intake, manipulation, application, cross application) B.2.9, 2.10, 2.11, 3.1, 3.2, 3.4
3. Apply and Cross Apply the Occupational Therapy Practice Framework: Domain and Process to physical dysfunction and occupational therapy service delivery. (intake, manipulation, application, cross application) B. 2.2, 2.5, 2.9, 4.4, 4.5, 5.1, 5.2
4. Apply and Cross Apply the Occupational Therapy Process to typical conditions associated with physical dysfunction and occupational therapy service delivery. (intake, manipulation, application, cross application) B. 2.6, 2.8, 2.11, 3.1, 3.2, 4.2, 4.4, 5.1, 5.2, 5.3, 5.5, 5.6, 5.7, 5.8, 5.9, 5.13, 5.17
5. Identify and present medical, clinical, and safety information for diagnoses typically associated with physical dysfunction and occupational therapy service delivery. (intake, manipulation, application, cross application) B.1.1, 1.2, 2.6, 5.18

6. Observe, learn, practice, perform, refine, and reflect upon various physical, neuro-muscular, sensory, perceptual, cognitive occupational therapy interventions. (intake, manipulation, application, cross application) B. 2.8, 2.10, 2.11, 3.2, 4.4, 5.1, 5.2, 5.3, 5.6, 5.8, 5.11
7. Know the personal and social considerations for those with physical dysfunctions and physical limitations. (intake, manipulation, application, cross application) B: 2.2, 2.6, 2.9, 3.4, 4.4, 5.1, 5.6, 5.7, 5.8, 5.18, 6.2
8. Complete clinical case studies for diagnoses typically associated with physical dysfunction and occupational therapy service delivery. (application, cross application) B: 2.6, 2.11, 5.1, 5.2, 5.3, 5.6, 5.8, 5.18, 5.22, 5.24, 5.28
9. Know cardiac precautions for occupational therapy intervention and activity. (apply) B. 1.1, 2.8
10. Attend and professionally actively participate in a fieldtrip for learning and experiencing neuro-therapeutic interventions with occupational therapy practitioners and clients. (intake, manipulation, apply, cross apply) B. 2.11, 5.6
11. Experience casting for contracture management to aid occupational function. (intake, manipulation) B.5.6
12. Collaborate with the learning process and discuss medical, clinical, therapeutic, contextual, and client-centered information for typical conditions associated with physical dysfunction and occupational therapy service delivery. (intake, manipulation, application, cross application) B: 1.8, 2.2, 2.5, 2.6, 2.8, 2.10, 2.11, 3.2, 4.2, 4.4, 5.1, 5.2, 5.3, 5.5, 5.6, 5.7, 5.8, 5.9, 5.18, 5.20, 5.22, 5.23, 5.24, 5.28, 9.3
13. Observe, learn, and reflect upon sensory evaluation techniques. (intake, manipulation) 4.1, 4.2, 4.4, 4.10, 5.21, 5.22
14. Observe and learn the Modified Ashworth Scale. (intake) B.2.11, 4.5
15. Learn about cognitive and perceptual assessment tools and techniques. (intake) B.4.1
16. Complete in-class activity of oncology intervention plan. (manipulation, application) B.4.9, 5.1, 5.2, 5.5, 5.6, 5.9, 5.19, 5.23

Assessment Description(s)

1. Have an overall understanding of the occupational therapy process as noted by use of case studies for those with physical disabilities, with 75% accuracy or greater for 50% or more of class case studies. (intake, manipulation, application, cross application) (recall, solve, determine, compile)
2. Know cardiac precautions, for use with occupational activity and performance skill remediation, with 75% accuracy or greater. (intake, manipulation, application, cross application) (recall, interrelate, examine, modify)
3. Use case information to select occupational therapy interventions with 75% accuracy or greater for 50% or more of class case studies. (intake, manipulation, application, cross application) (find, select, decide, happen)
4. Know physical disability occupational therapy assessment information and have and relate information to self-performance with assessment tools, with 75% accuracy or greater. (intake, manipulation, application) (match, identify, distinguish)
5. Present physical disability clinical information to peers with 75% accuracy or greater. (intake, application) (select, share)

All of the above Student Assessment Evaluation Methods are tentative and subject to change. The above indicated points, topics, and assessments may change as needed, as determined by the instructor. The instructor reserves the right to make any needed changes with any Student Assessment Evaluation Method, add any Student Assessment Evaluation Method or remove any Student Assessment Evaluation Method, if it would be in the best interest of student learning.

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.

Developing Clinical Competence. 2015. By: M. Morreale. Slack Books. ISBN-13: 9781617118159

Pedretti's Occupational Therapy Practice Skills for Physical Dysfunction. 2011. By H. McHugh Pendleton & W. Schultz-Krohn. Elsevier. ISBN-13: 9780323059121.

Mental Health Concepts & Techniques for the Occupational Therapy Assistant. 4th ed. M. Early. 2009. Wolters Kluwer. ISBN 13: 978-0781778398

Quick Reference to Occupational Therapy. 3rd Ed., Reed, K., Pro-Ed., ISBN-13:9781416405450
Morreale, M. (2015). Developing Clinical Competence. Thorofare, NJ: Slack Books. ISBN 13: 9781617118159

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 week3 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

Date of Revision: 9/7/2016