Course Syllabus
OTHA 1349 Occupational Performance of Adulthood

Catalog Description: Study of occupational performance of adults. Includes frames of reference, assessment/ evaluation tools and techniques, and intervention strategies specific to this population.

Prerequisites: OTHA 1405, 1409, 1415, 2301, 1341, 2260, 2261, 2235

Semester Credit Hours: 3
Lecture Hours per week: 2
Lab Hours per week: 2
Extended hours: 0
Contact Hours per Semester: 64

State Approval Code: 510803

Class section meeting time:

Instructional Goals and Relationship to Curriculum:
In this course students learn how to assess and address a variety of client factors in the adult person subsystem including grip/pinch strength, coordination, sensation, visual perceptual skills, and cognition and how they support or hinder occupational performance. Students have the opportunity to apply skills learned in this course during their corresponding level I fieldwork experience (OTHA 2262). Select interventions focus on remediation and/or adaptive approaches. Students learn about static and dynamic orthotics and are required to construct, wear, analyze and critique a basic static orthotic. The environment subsystem is explored as students select intervention strategies based on ergonomic principles to improve select work environments. Additional environmental adaptations are explored via a team based, service learning project that involves home safety assessments of at-risk community residents and interventions to maximize occupational performance including the design and construction of wheelchair accessible ramps.

Learning Outcomes:
1. Identify components of health and wellness.
2. Develop adaptations for age appropriate occupations.
3. Identify the client factors that affect occupational performance.
4. Demonstrate skills in the evaluation process.
5. Select intervention strategies to facilitate occupational performance.

Specific Course Objectives (includes SCANS):
After studying the material presented in the texts, lecture, class discussions, Canvas assignments, and other resources, the student should be able to master all learning objectives listed below with a minimum competency of 75%.

1. Articulate the ethical and practical considerations that affect the health and wellness needs of those who are experiencing or are at risk for experiencing social injustice, occupational deprivation and disparity in the receipt of services (B.1.5)
2. Provide intervention strategies for developing, remediating and/or compensating for physical, cognitive, perceptual, sensory (e.g., vision, tactile, auditory, gustatory, olfactory, pain, temperature, pressure, vestibular, proprioception), neuromuscular, and behavioral skills. B.5.6
3. Understand and apply principles of static splinting (fabrication, fitting and training) to enhance occupational performance. B.5.11
4. Adapt environments (home, work, school, community) and processes including the application of ergonomic principles. B.5.9
5. Identify important aspects of family/caregiver training based on home assessment results. B.5.15
6. Develop training strategies and techniques to enhance functional mobility including physical transfers, wheelchair management and mobility devices. B.5.12
7. Identify and apply the basic principles, safety precautions, contraindications and therapeutic use of preparatory methods such as superficial thermal and mechanical agents used to improve occupational performance. B.5.15
8. Demonstrate safe and effective administration of superficial thermal and mechanical modalities to achieve established goals while adhering to contraindications and precautions. B.5.15
9. Identify and define intervention strategies related to assistive technologies and adaptive devices used to enhance occupational performance. B.5.10
10. Identify, objectively define and contrast the various levels of self care independence as defined by third party payers. B.5.5
11. Apply principles of the Americans with Disabilities Act as it relates to client accessibility and provide training strategies and interventions to support community mobility and access. B.5.12, B.5.13
12. Document occupational therapy services (screening/evaluations/interventions) to ensure accountability of service provision and to meet standards for reimbursement of services, adhering to applicable facility, local, state, federal, and reimbursement agencies. Documentation must effectively communicate the need and rationale for occupational therapy services. B.5.32
13. Objectively assess and implement intervention strategies to remediate and/or compensate for perceptual/cognitive deficits that affect occupational performance. B.5.8
14. Promote occupational therapy by educating other professionals, service providers, consumers, third party payers, regulatory bodies, and the public. B.9.3
15. Promote the use of home an community programs to support performance in the client’s natural contact and participation in all contexts relevant to the client. B.5.17

*Bold numbers refer to the 2011 Educational Standards for the OTA established by the Accreditation Council for Occupational Therapy Education.

<table>
<thead>
<tr>
<th>SCANS</th>
<th>Basic Skill Competencies</th>
<th>Workplace Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. i, ii, iii, iv, v</td>
<td>A. i, iii, iv, v</td>
<td></td>
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<tr>
<td>B. i, ii, iii, v</td>
<td>B. i, ii, iv</td>
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<tr>
<td>C. i, iii</td>
<td>C. i, ii, iii, iv</td>
<td></td>
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<tr>
<td>D. iii</td>
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Methods of Instruction/Course Format/Delivery:
Course material will be presented in a variety of formats. Pre-class assignments may include text readings, AOTA Website readings and videos. Student will be expected to discuss and apply pre-class assignment materials. Both in-class and online discussions will be required.

<table>
<thead>
<tr>
<th>ACOTE Standard/Objective</th>
<th>Method of Measurement</th>
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<tbody>
<tr>
<td>7,8</td>
<td>Thermal and mechanical modality lab.</td>
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<tr>
<td>1,2,7,6,9,10,12,13,14</td>
<td>Quizzes, daily lab assignments and exams.</td>
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<tr>
<td>1, 4,5,9,14,15</td>
<td>Home evaluation assignment.</td>
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<tr>
<td>6, 11</td>
<td>Community mobility project.</td>
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<tr>
<td>3</td>
<td>Orthotic fabrication assignment.</td>
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</table>
**Major Assignments / Assessments:**
The following items will be assigned during the semester and used to calculate the student’s final grade:

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Weight</th>
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<tbody>
<tr>
<td><strong>Individual Assignments</strong></td>
<td>50%</td>
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<tr>
<td>• Readiness Assessment Tests</td>
<td></td>
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<tr>
<td>• Written Exam I</td>
<td></td>
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<tr>
<td>• Written Exam II</td>
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<tr>
<td>• Orthotic Assignment</td>
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<tr>
<td>• Wheelchair Mobility Assignment</td>
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<tr>
<td>• Daily assignments (discussion postings, homework, lab assignments)</td>
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<tr>
<td><strong>Team Assignments</strong></td>
<td>30%</td>
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<tr>
<td>• Team Readiness Assessment Tests</td>
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<td>• Team Labs &amp; Application Axs</td>
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<td>• Team Home Evaluation Assignment</td>
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<td><strong>Feedback</strong></td>
<td>20%</td>
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<td>• Team Maintenance Midterm</td>
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**Course Grade:**
The grading scale is as follows:

<table>
<thead>
<tr>
<th>% Score</th>
<th>Letter Grade</th>
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<tbody>
<tr>
<td>90-100</td>
<td>A</td>
</tr>
<tr>
<td>80-89</td>
<td>B</td>
</tr>
<tr>
<td>75-79</td>
<td>C</td>
</tr>
<tr>
<td>60-74</td>
<td>D</td>
</tr>
<tr>
<td>Below 60</td>
<td>F</td>
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</tbody>
</table>

**Note 1:** No scores will be rounded.
**Note 2:** All rules and regulations printed in the College catalog, *The Pathfinder* and the [OTA Student Policy Manual](#) will be reinforced throughout this course.

**Students are required to:**
1. Comply with all Instructional Policies and Procedures in the Panola OTA Student Policy Manuel (attendance, late submission, make up exams, professional and ethic behaviors, and others).
2. Complete all pre-class assignments prior to class.
3. Actively participate in class discussions and experiences.
4. Take the initiative to obtain all materials missed due to absence.
5. Take the initiative to schedule any additional practice or instruction time needed with the course instructor.

**Texts, Materials, and Supplies:**


**Other:**
• For current texts and materials, use the following link to access bookstore listings: http://www.panolacollegestore.com
• For testing services, use the following link: http://www.panola.edu/elearning/testing.html
• If any student in this class has special classroom or testing needs because of a physical learning or emotional condition, please contact the ADA Student Coordinator in Support Services located in the Charles C. Matthews Student Center or go to http://www.panola.edu/student-success/disability-support-services/ for more information.
• Withdrawing from a course is the student’s responsibility. Students who do not attend class and who do not withdraw will receive the grade earned for the course.

SCANS CRITERIA

1) Foundation skills are defined in three areas: basic skills, thinking skills, and personal qualities.

a) Basic Skills: A worker must read, write, perform arithmetic and mathematical operations, listen, and speak effectively. These skills include:
   i) Reading: locate, understand, and interpret written information in prose and in documents such as manuals, graphs, and schedules.
   ii) Writing: communicate thoughts, ideas, information, and messages in writing, and create documents such as letters, directions, manuals, reports, graphs, and flow charts.
   iii) Arithmetic and Mathematical Operations: perform basic computations and approach practical problems by choosing appropriately from a variety of mathematical techniques.
   iv) Listening: receive, attend to, interpret, and respond to verbal messages and other cues.
   v) Speaking: Organize ideas and communicate orally.

b) Thinking Skills: A worker must think creatively, make decisions, solve problems, visualize, know how to learn, and reason effectively. These skills include:
   i) Creative Thinking: generate new ideas.
   ii) Decision Making: specify goals and constraints, generate alternatives, consider risks, and evaluate and choose the best alternative.
   iii) Problem Solving: recognize problems and devise and implement plan of action.
   iv) Visualize (“Seeing Things in the Mind’s Eye”): organize and process symbols, pictures, graphs, objects, and other information.
   v) Knowing How to Learn: use efficient learning techniques to acquire and apply new knowledge and skills.
   vi) Reasoning: discover a rule or principle underlying the relationship between two or more objects and apply it when solving a problem.

c) Personal Qualities: A worker must display responsibility, self-esteem, sociability, self-management, integrity, and honesty.
   i) Responsibility: exert a high level of effort and persevere toward goal attainment.
   ii) Self-Esteem: believe in one’s own self-worth and maintain a positive view of oneself.
   iii) Sociability: demonstrate understanding, friendliness, adaptability, empathy, and politeness in group settings.
   iv) Self-Management: assess oneself accurately, set personal goals, monitor progress, and exhibit self-control.
   v) Integrity and Honesty: choose ethical courses of action.

Students are required to:
1. Comply with all Instructional Policies and Procedures in the Panola OTA Student Policy Manual (attendance, late submissions, make up exams, professional and ethical behaviors, and others).
2. Complete all pre-class assignments prior to class.
3. Actively participate in class discussions and experiences.
4. Take the initiative to obtain all materials missed due to absences.
5. Take the initiative to schedule any additional practice or instruction needed with the course instructor.
2) **Workplace competencies are defined in five areas: resources, interpersonal skills, information, systems, and technology.**

a) **Resources**: A worker must identify, organize, plan, and allocate resources effectively.
   i) **Time**: select goal-relevant activities, rank them, allocate time, and prepare and follow schedules.
   ii) **Money**: Use or prepare budgets, make forecasts, keep records, and make adjustments to meet objectives.
   iii) **Material and Facilities**: Acquire, store, allocate, and use materials or space efficiently.
      Examples: construct a decision time line chart; use computer software to plan a project; prepare a budget; conduct a cost/benefits analysis; design an RFP process; write a job description; develop a staffing plan.

b) **Interpersonal Skills**: A worker must work with others effectively.
   i) **Participate as a Member of a Team**: contribute to group effort.
   ii) **Teach Others New Skills**.
   iii) **Serve Clients/Customers**: work to satisfy customer's expectations.
   iv) **Exercise Leadership**: communicate ideas to justify position, persuade and convince others, responsibly challenge existing procedures and policies.
   v) **Negotiate**: work toward agreements involving exchange of resources, resolve divergent interests.
   vi) **Work with Diversity**: work well with men and women from diverse backgrounds.
      Examples: collaborate with a group member to solve a problem; work through a group conflict situation, train a colleague; deal with a dissatisfied customer in person; select and use appropriate leadership styles; use effective delegation techniques; conduct an individual or team negotiation; demonstrate an understanding of how people from different cultural backgrounds might behave in various situations.

c) **Information**: A worker must be able to acquire and use information.
   i) **Acquire and Evaluate Information**.
   ii) **Organize and Maintain Information**.
   iii) **Interpret and Communicate Information**.
   iv) **Use Computers to Process Information**.
      Examples: research and collect data from various sources; develop a form to collect data; develop an inventory record-keeping system; produce a report using graphics; make an oral presentation using various media; use on-line computer data bases to research a report; use a computer spreadsheet to develop a budget.

d) **Systems**: A worker must understand complex interrelationships.
   i) **Understand Systems**: know how social, organizational, and technological systems work and operate effectively with them.
   ii) **Monitor and Correct Performance**: distinguish trends, predict impacts on system operations, diagnose deviations in systems' performance and correct malfunctions.
   iii) **Improve or Design Systems**: suggest modifications to existing systems and develop new or alternative systems to improve performance.
      Examples: draw and interpret an organizational chart; develop a monitoring process; choose a situation needing improvement, break it down, examine it, propose an improvement, and implement it.

e) **Technology**: A worker must be able to work with a variety of technologies.
   i) **Select Technology**: choose procedures, tools or equipment including computers and related technologies.
   ii) **Apply Technologies to Task**: understand overall intent and proper procedures for setup and operation of equipment.
   iii) **Maintain and Troubleshoot Equipment**: Prevent, identify, or solve problems with equipment, including computers and other technologies.
      Examples: read equipment descriptions and technical specifications to select equipment to meet needs; set up and assemble appropriate equipment from instructions; read and follow directions for troubleshooting and repairing equipment.