Course Syllabus

OTHA 1409 - Human Structure and Function in OT

Catalog Description:
The student will identify human skeletal structure by bones, bony landmarks, and muscles; analyze human motion by muscle function, innervation, and kinetics related to functional outcomes; identify normal and abnormal movement; and evaluate and remediate joint range of motion and muscle strength. The student will also demonstrate mastery of basic patient transfer skills.

Prerequisites: BIOL 2401, ENGL 1301, PSYC 2301, HUMA 1301

Semester Credit Hours: 4
Lecture Hours per Week: 2
Lab Hours per week: 4
Extended hours: 0
Contact Hours per Semester: 96

State Approval Code: 510803

Class section meeting time:

Instructional Goals and Relationship to Curriculum:
In this course students learn about the person subsystem and specific client factors that influence occupational performance. Through team based learning instruction, students collaboratively develop the clinical reasoning skills required to evaluate muscle strength and range of motion, identify deficit areas and begin to develop interventions to improve occupational performance. Students learn about body mechanics required to perform safe and effective basic patient transfers. Through role playing, students demonstrate therapeutic use of self, the ability to describe the unique nature and benefits of OT, and how to manage patient interactions safely. Students learn the basics of activity analysis and the application and facilitation of therapeutic activity through a service learning project involving children with special needs in a local school district.

Learning Outcomes:
1. Identify human skeletal structure by bones, bony landmarks, and muscles.
2. Analyze human motion by muscle function, innervation, and kinetics related to functional outcomes.
3. Identify normal and abnormal movement.
4. Evaluate joint range of motion and muscle strength.

Specific Learning Objectives (includes scans):
1. Demonstrate knowledge and understanding of the structure and function of the body by being able to: B.1.4
   o locate anatomical landmarks/prominences
   o identify joint classifications and types
   o identify the bones and muscles involved
   o identify motions and prime movers
   o identify the axis and planes of movement involved
2. Apply biomechanical concepts related to joint functions and mechanical forces required to complete activities and occupation, including muscle length and tension, lever arms, and joint forces. **B.1.4**
3. Identify and apply biomechanical principles related to patient handling and transferring. **B.1.4**
4. Analyze dynamic and static positions used during preparatory activities, purposeful activities and occupations, identifying and describing: **B.2.7 (task analysis)**
   - joint(s) involved in the movement or position
   - prime movers and synergists for all joints involved
   - the axis and plane associated with each joint motion or position
   - the type(s) of muscle contractions required to complete the activity/occupation
   - changes in body position and other biomechanical methods of grading the activity
5. Demonstrate the ability to safely perform, estimate, measure, and document joint range of motion of all upper extremity joints. **B.4.1, B.2.8, B.1.4, B.2.3**
6. Demonstrate the ability to safely evaluate and document the strength of UE muscle groups. **B.4.1, B.2.8; B.2.3**
7. Demonstrate the ability to describe and facilitate activities designed to improve strength.
8. Explain the rationale, indications, contraindications and basic principles associated with manual muscle testing, evaluation of ROM and patient transfers. **B.4.1**
9. Demonstrate the ability to safely perform the following sit to sit patient transfers at various assistance levels: **B.2.3, B.2.8, B.5.12**
   - wheelchair to and from tub bench
   - wheelchair to and from a mat
   - wheelchair to and from bed
10. Safely perform the mechanical lift transfers from wheelchair to and from the bed. **B.2.8, B.5.12**
11. Analyze various tasks and determine the joint ROM, muscles and strength, body positions, and grasp patterns required to complete successfully. **B.4.1**
12. Demonstrate the ability to effectively perform a self-analysis and peer analysis of professional work behaviors. **B.9.6, B.9.13**
13. Demonstrate cooperative learning, self-directed learning and interpersonal skills required to function as a productive team member. **B.5.20, B.5.21, B.5.25, B.9.10**

*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>
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<tbody>
<tr>
<td>A. i, iii, iv</td>
<td>A. i, iii</td>
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<tr>
<td>B. ii, iii, iv, v</td>
<td>B. i, ii, v, vi</td>
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<td>C. i, ii, iii, iv, v</td>
<td>C. i, ii, iii, iv</td>
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<td>D.</td>
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**Course Content:**
A general description of lecture/discussion topics included in this course are listed in the Learning Objectives / Specific Course Objectives sections of this syllabus.

**Methods of Instruction/Course Format/Delivery:**
This course is offered in a face to face, Web-enhanced format. Course material will be presented in a variety of formats. Pre-class assignments available via Canvas may include text readings, content page readings, voice over Powerpoint presentation 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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<tr>
<td>1,2,3,4,5,6,7,8,9</td>
<td>Patient Skills Practical Exams</td>
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Major Assignments / Assessments:
The following items will be assigned during the semester and used to calculate the student's final grade:

<table>
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<tr>
<th>Assignments</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Individual Assignments</td>
<td>65%</td>
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<tr>
<td>Practical Content Exams</td>
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<tr>
<td>Written Exam I</td>
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<td>Written Exam II</td>
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<tr>
<td>Patient Skills Practical Exams</td>
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<tr>
<td>Individual Readiness Assessment Tests</td>
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<tr>
<td>Professional Development</td>
<td></td>
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<tr>
<td>Team Assignments</td>
<td>25%</td>
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<tr>
<td>Team Readiness Assessment Tests</td>
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<td>Team Labs &amp; Application观赏</td>
<td></td>
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<tr>
<td>Team Maintenance</td>
<td>10%</td>
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<td>Team (Peer) Feedback</td>
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COURSE GRADING:

<table>
<thead>
<tr>
<th>% Score</th>
<th>Letter Grade</th>
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<tr>
<td>90-100</td>
<td>A</td>
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<tr>
<td>80-89</td>
<td>B</td>
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<tr>
<td>75-79</td>
<td>C</td>
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<td>60-74</td>
<td>D</td>
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<td>Below 60</td>
<td>F</td>
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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.
Note 3: Because technical skills must be mastered in order to function as an OTA, all students must demonstrate a basic level of proficiency by earning at least a 75% on each skill tested (not achieving this level of mastery will result in failure of this course). Maximum scores decrease by 10 percent each re-take (for example, skill test 1 max score =100%, skills test 2 max score =90%, skill test 3, max score =80%). Any student not earning at least a 75% on each, separate skills exam will be required to repeat this course. In this case, the final course grade will reflect the non-passing score.

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:


*Both books will be used throughout the curriculum.

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.

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/Customer: 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 databases 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.