Course Syllabus

OTHA 2301 Pathophysiology in OT

Revised: 1-9-2017

Catalog Description:
This course is the study of the pathology and general health management of diseases and injuries encountered in occupational therapy treatment settings. Topics include etiology, symptoms, and the physical and psychological reactions to diseases and injuries experienced in the developmental stages of infants to adolescents.

Prerequisites: OTHA 1405, 1409, 1415

Semester Credit Hours: 3
Lecture Hours per Week: 3
Lab Hours per Week: 1
Contact Hours per Semester: 64

State Approval Code: 510803

Instructional Goals and Purposes
The student will identify the fundamental characteristics of common diseases and conditions that impact occupational performance of individuals across the lifespan. Occupational performance deficits related to disease in injury will be explored as well as general occupational therapy intervention strategies and clinical documentation. Students will identify client factors, contexts and performance patterns and how they affect the client's ability to engage in life sustaining occupations. Students will identify OT approaches and methods proven to enhance occupational performance and document those services.

Course’s Relationship to Curriculum: Using the PEO Model as a guide, students will learn how selected injury and disease commonly impact client factors and, subsequently, occupational performance. Emphasis is placed on the patient’s illness experience as it relates to the quality and degree they are able to engage in daily occupations. Students use research to identify evidence based OT interventions associated with specific pathologies. The focus of this course is for the student to identify and understand the correlation between diagnoses and how it affects the patient, as well as their environment and occupation.

Learning Outcomes:
1. Identify characteristics of diseases and conditions.
2. Identify the effects of diseases and conditions on occupational performance.
3. Identify occupation-based interventions.

Specific Learning Objectives (includes SCANS):
After studying the material presented in texts, lecture, course handouts, Canvas assignments, and other resources, the student should be able to complete all learning objectives listed below with a minimum competency of 75%.
1. Define, outline and illustrate the fundamental characteristics of pathological pediatric conditions commonly treated by OT and their impact on occupational performance, performance skills, patterns, body structures and functions. B.1.1
2. Explain the role of occupation in the promotion of health and the prevention of disease and disability for the individual, family, and society. B.2.5
3. Understand the effects of heritable diseases, genetic conditions, disability, trauma, and injury to the physical and mental health and occupational performance of the individual. B.2.6
4. Promote the use of appropriate home and community programming to support performance in the client’s natural environment and participation in all relevant contexts. B.5.17
5. Demonstrate and understanding of health literacy and the ability to evaluate electronic resources designed to educate and train the client, caregiver, and family and significant others to facilitate skills in areas of occupation as well as prevention, health maintenance, promotion and safety. B.5.18
6. Recognize and identify the need to refer to specialists (including the OT) for consultation and intervention. B.5.22
7. Articulate the importance of how scholarly activities and literature contribute to the development of the profession. Effectively locate and understand information, including the quality of the source of information. B.8.1/B.8.2
8. Use M.P. Baker Library database aggregators to research and discuss evidence based OT intervention approaches and strategies that have been proven to enhance occupational performance. Demonstrate the skills to read and understand a scholarly report. B.8.8
9. Identify personal and professional abilities and competencies as they relate to job responsibilities. B.9.6
10. Demonstrate the ability participate as a effective team member, equally contributing to the group effort.
11. Demonstrate the ability to effectively communicate ideas to justify a position, professionally challenge, persuade and convince others.
12. Synthesize and organize a comprehensive digital notebook that reflects course materials.

Methods of Evaluation:

<table>
<thead>
<tr>
<th>Performance/ Learning Outcome</th>
<th>Method of Measurement</th>
</tr>
</thead>
<tbody>
<tr>
<td>1, 2, 3, 4, 5, 6, 7, 8, 10</td>
<td>Written exams, quizzes, iRATs, tRATS</td>
</tr>
<tr>
<td>5</td>
<td>Health Literacy Assignment</td>
</tr>
<tr>
<td>1, 2, 3, 4, 7</td>
<td>FACT Sheet Assignment</td>
</tr>
<tr>
<td>6</td>
<td>Referral Assignment – Who you gunna call?</td>
</tr>
<tr>
<td>8</td>
<td>Evidence Based Practice Assignment</td>
</tr>
<tr>
<td>9, 10</td>
<td>PDA/Peer review</td>
</tr>
<tr>
<td>1, 12</td>
<td>Notebook</td>
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</table>

SCANS Workplace Competencies

<table>
<thead>
<tr>
<th>Basic Skills</th>
<th>Workplace Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. i, ii, iv, v</td>
<td>A. i, iii, iv</td>
</tr>
<tr>
<td>B. i, ii, iii, iv, v</td>
<td>B. i, ii, iii</td>
</tr>
<tr>
<td>C. i, ii, iii, iv, v</td>
<td>C. i, ii, iii, iv</td>
</tr>
<tr>
<td>D. i</td>
<td></td>
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<tr>
<td>E. i</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>Performance/ Learning Outcome</th>
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</thead>
<tbody>
<tr>
<td>1, 2, 3, 4</td>
<td>In order to measure the student's ability to identify characteristics of specific conditions treated by OT and select appropriate interventions, 90% of the students will earn at least an average score of 80% on written exams.</td>
</tr>
<tr>
<td>1, 2, 3, 4, 5, 6, 7</td>
<td>In order to measure the student’s ability to identify characteristics of specific conditions treated by OT and select appropriate interventions, 90% of the students will earn at least an average score of 80% on quizzes (IRAT/TRAT), application activities, and discussion boards.</td>
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<tr>
<td>9</td>
<td>In order to measure the student’s ability to collect and organize a professional workplace resource, 90% of the students will earn at least an average score of 90% on the professional notebook assignment.</td>
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<tr>
<td>8</td>
<td>In order to measure the student’s ability to critique his or her own professional behaviors, 90% of the students will earn at least an average score of 85% on the professional behavior 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>Exams: Midterm 20% ; Final 20%</td>
<td>40%</td>
</tr>
<tr>
<td>Quizzes: IRAT (10%) + TRAT (5%)</td>
<td>15%</td>
</tr>
<tr>
<td>Assignments</td>
<td>30%</td>
</tr>
<tr>
<td>Professional development (5%) and Peer Review (5%)</td>
<td>10%</td>
</tr>
<tr>
<td>Notebook assignment</td>
<td>5%</td>
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Evaluation/Assignment Descriptions:

Exams: 40%
Midterm: 20% This individual examination of knowledge will cover all information covered in the first half of the semester. It will include questions developed from textbook readings, diagnosis specific powerpoint presentations, in class participation activities, and information from pre-class preparatory resources.

Final Exam: 20% This individual examination of knowledge will cover all information (comprehensive) covered in the semester. It will include questions developed from textbook readings, diagnosis specific powerpoint presentations, in class participation activities, and information from pre-class preparatory resources.

Quizzes: 15%
Individual Readiness Assessment Test (IRAT): 10%
After an opportunity for review and questions regarding pre-class materials an individual readiness assessment test (IRAT) will be given. The purpose is to assess your readiness for class activities and to ensure pre-class materials have been reviewed. These are individually graded “quizzes” and will account for 15% of the overall course grade.

Team Readiness Assessment Test (TRAT):5%
After the individual readiness assessment test (IRAT) is completed your group will complete the same quiz as a team readiness assessment test (TRAT). The purpose is to work collaboratively with your peers to identify opportunities for a more developed understanding of the pre-class materials. This provides a basis for understanding and develops your knowledge of the subject matter. These team graded quizzes and will account for 5% of the overall course grade.

**Assignments: 30%**

Students of all ages learn best through doing. In keeping with the OTA Program’s philosophy, assignments will provide students the opportunity to identify the role of occupation in the promotion of health and the prevention of disease and disability for the individual, family, and society and understand the effects of heritable diseases, genetic conditions, disability, trauma, and injury to the physical and mental health and occupational performance of the individual. They will complete assignments to articulate the importance of how scholarly activities and literature contribute to the development of the profession. Effectively locate and understand information, including the quality of the source of information. They will use professional literature to make evidence-based practice decisions. Video media will be used to assist students with clinical reasoning and problem solving skills.

**Information Literacy Certification Class – MP Baker Library Canvas Course**

Before the second class meeting, each student must complete the information literacy certification class at MP Baker library. The class is offered online through Canvas. You must remit your certificate to the instructor for evidence of course completion.

**Professional Development Assessment (PDA) and Peer Review – 10%**

**PDA 5%**

Students will complete a self-assessment of the critical professional skills required in the workforce. As part of the assessment, comments explaining areas of strength and areas of growth are expected. Score is based on numeric score and thorough written analysis of performance through comment section.

**Peer Review 5%**

Students will complete an assessment of peers based on comments explaining areas of strength and areas of growth seen in group peer interaction. Score is based on numeric score and thorough written analysis of performance through comment section.

**Notebook Assignment: 5%**

The purpose of having students keep an organized notebook is to ensure quick and easy access to information that you may need during fieldwork, in your treatment classes, and will be used when studying for the certification exam. Students will develop and complete the Digital Notebook due the day of final exam.

**Course Grading:**

<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>75-89</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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**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:** The OTA Program will not tolerate any form of academic dishonesty as defined in *The Pathfinder* or unethical behaviors as defined in the OTA Program’s Student Policy Manual. Any student participating in academic dishonesty or unethical behaviors of any type will receive a zero (0) on the assignment or exam and may be subject to further disciplinary action.
Texts, Materials, and Supplies:

Required Texts:

Other:

Attendance:
Any student who does not come to class (all or in part) and does not call Mickie Cash, OTA department secretary in advance will lose 5 points from his/her overall COURSE grade per occurrence. For example, if you have a 93% average at the end of the semester and you failed to report one absence or arrived at class late without reporting, your average will be adjusted to an 88% which would cause you to earn a “B” for the course. *If Mickie does not answer, please leave a message as a last resort.* It’s simple common courtesy—call if you are going to be late or absent. When a student arrives late or leaves early, for any reason, it is considered a tardy. Three tardies equates to one absence. Because of the experiential nature of OTA education, attendance is required to master the course objectives. If a student is absent for more than 11% of the course hours, the instructor may withdraw the student from the course.

<table>
<thead>
<tr>
<th>Student Responsibilities</th>
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<tbody>
<tr>
<td>1. Students are expected to show respect for fellow classmates and instructors by being punctual for all class periods.</td>
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<tr>
<td>2. Students should complete all reading assignments and or lab assignments prior to class.</td>
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<td>3. Students are expected to participate actively in class discussions and experiences.</td>
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<td>4. It is the student’s responsibility to consistently monitor the class process through the use of the online learning management system. Students are expected to review all course materials prior to the class date listed on the learning management system. Given this expectation, the student should maintain access to a reliable computer system to remain in good standing in the course.</td>
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<tr>
<td>5. Students should notify the instructor in advance if unable to take a scheduled examination. If not, an unexcused absence will result and the student will receive a zero for the exam. A make-up test will not be given in this circumstance.</td>
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<tr>
<td>6. Students are responsible for all materials missed due to absences.</td>
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<td>7. Grades or points allotted for daily work, quizzes, and labs cannot be made up in the case of absence.</td>
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<td>8. Students are expected to turn in completed assignments on time. The course instructor may extend the deadline if notified of extenuating circumstances prior to the due date. Students can expect a 20 point deduction for every day it is late.</td>
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<tr>
<td>10. Students are expected to accept constructive feedback and modify behavior as appropriate.</td>
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<td>11. When interacting with peers, college staff and faculty, students are expected to be positive, sensitive, considerate, polite and tolerant.</td>
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<tr>
<td>12. For specific conduct and behavior expectations, refer to the OTA Program Student Policy Manual.</td>
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</tbody>
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Pre-class tasks: Estimated time to complete 2-3 hours (Watch listen to pre-recorded lectures, readings, supplemental resources, you tube videos, handouts, etc).

Class time will consist of:
- 1st Review of pre class materials / opportunity for questions/concerns/clarifications
- 2nd Individual readiness assessment test (IRAT)
- 3rd Team readiness assessment test (TRAT)
- 4th Application questions
Cell phone policy:
Students are not allowed to use cellular phones, personal data assistants or other potentially distracting devices during class, labs or tests, **except when approved for use by the instructor for educational purposes.** Students are not allowed to use cellular phones at clinical or fieldwork sites. If a student has an emergency situation he or she must obtain the course educator’s permission to use the device. Because of the disruptive nature of cell phones, the student and instructor must agree on what constitutes an “emergency situation” for an exception to be granted. Students must set such devices so that they do not disrupt the classroom or clinic, i.e. off or in silent mode. As an aspect of classroom management, any OTA instructor has the right, at any time, to restrict the presence or use of cell phones from his or her classroom environment. Devices used for medical purposes must not be audible and MUST be placed on the person as inconspicuous as possible so as not to distract or draw attention to the object.

Special Learning Accommodations and Course Withdrawal:
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 the 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. If you do not withdraw yourself, you will receive an F on your transcript for this 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/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.