Course Syllabus

OTHA 1415 – Therapeutic Use of Occupations or Activities I

Catalog Description: Various occupations or activities used as therapeutic interventions in occupational therapy. Emphasis on awareness of activity demands, contexts, adapting, grading, and safe implementation of occupations or activities.

Prerequisites: BIOL 2401, BIOL 2402, ENGL 1301, PSYC 2301, PSYC 2314, HUMA 1301, OTHA 1405, OTHA 1360

Co-requisites: OTHA 1341, OTHA 2360

Semester Credit Hours: 4
Lecture Hours per Week: 2
Lab Hours per Week: 6
Extended hours: 0
Contact Hours per Semester: 128

State Approval Code: 51.0803

Alternate Operations During Campus Closure: In the event of an emergency or announced campus closure due to a natural disaster or pandemic, it may be necessary for Panola College to move to altered operations. During this time, Panola College may opt to continue delivery of instruction through methods that include, but are not limited to: online learning management system (CANVAS), online conferencing, email messaging, and/or an alternate schedule. It is the responsibility of the student to monitor Panola College's website (www.panola.edu) for instructions about continuing courses remotely, CANVAS for each class for course-specific communication, and Panola College email for important general information**.**

Instructional Goals and Purposes: The focus of Therapeutic Use of Occupations and Activities I is to expand student understanding of applying the PEO model as a guide and use frames of reference to help children and adolescents engage in occupations. Students deepen their skills in activity analysis, activity modification, and how to use evidence-based practice in the treatment planning process. Students continue their development as professionals by evaluating their developing professional attributes. Again using the Professional Skills Assessment form students perform a self-analysis of their professional abilities and, in coordination with their assigned faculty advisor, discuss their status, development over the course of the semester, and establish goals for ongoing professional development.   In conjunction with their introspective professional skills assessment, the students again complete the peer feedback process with their new team membership for the second semester. This peer feedback process continues to reinforce the concept of growth mindset, effective communication, and introspection as a member of a team to promote socialization to professional roles as members of an interdisciplinary team in a healthcare setting.

Learning Outcomes:
1. Identify various occupations or activities designed to support performance

2. Describe the activity demands of various occupations or activities
3. Interpret the context of various occupations or activities
4. Demonstrate safety and management of resources
5. Translate the Occupational Therapy Practice Framework (OTPF) to occupations or activities
6. Demonstrate basic documentation skills

Specific Course Objectives (includes SCANS):

After studying the material presented in texts, lecture, class discussions, Canvas assignments, and other resources, the student will be able to master all learning objectives listed below with a minimum competency of 75%.

1. **B.2.1. Scientific Evidence, Theories, Models of Practice, and Frames of Reference** - Apply scientific evidence, theories, models of practice, and frames of reference that underlie the practice of occupational therapy to guide and inform interventions for persons, groups, and populations in a variety of practice contexts and environments.
2. **B.3.2. Interaction of Occupation and Activity** - Demonstrate knowledge of and apply the interaction of occupation and activity, including areas of occupation, performance skills, performance patterns, context(s) and environments, and client factors.
3. **B.3.3. Distinct Nature of Occupation** - Explain to consumers, potential employers, colleagues, third-party payers, regulatory boards, policymakers, and the general public the distinct nature of occupation and the evidence that occupation supports performance, participation, health, and well-being.
4. **B.3.6. Activity Analysis** - Demonstrate activity analysis in areas of occupation, performance skills, performance patterns, context(s) and environments, and client factors to implement the intervention plan.
5. **B.4.9. Remediation and Compensation** - Demonstrate an understanding of the intervention strategies that remediate and/or compensate for functional cognitive deficits, visual deficits, and psychosocial and behavioral health deficits that affect occupational performance.
6. **B.4.11. Assistive Technologies and Devices** - Explain the need for and demonstrate strategies with assistive technologies and devices (e.g., electronic aids to daily living, seating and positioning systems) used to enhance occupational performance and foster participation and well-being.
7. **B.4.12. Orthoses and Prosthetic Devices** - Explain the need for orthotics, and design, fabricate, apply, fit, and train in orthoses and devices used to enhance occupational performance and participation. Train in the safe and effective use of prosthetic devices.
8. **B.4.13. Functional Mobility** - Provide training in techniques to enhance functional mobility, including physical transfers, wheelchair management, and mobility devices.
9. **B.4.14. Community Mobility** - Provide training in techniques to enhance community mobility, and address transportation transitions, including driver rehabilitation and community access.
10. **B.4.16. Dysphagia and Feeding Disorders** - Demonstrate interventions that address dysphagia and disorders of feeding and eating, and train others in precautions and techniques while considering client and contextual factors.
11. **B.4.17. Superficial Thermal, Deep Thermal, and Electrotherapeutic Agents and Mechanical Devices** - Define the safe and effective application of superficial thermal agents, deep thermal agents, electrotherapeutic agents, and mechanical devices as a preparatory measure to improve occupational performance. This must include indications, contraindications, and precautions.
12. **B.4.18. Grade and Adapt Processes or Environments -** Assess, grade and modify the way persons, groups, and populations perform occupations and activities by adapting processes, modifying environments, and applying ergonomic principles to reflect the changing needs of the client, sociocultural context, and technological advances.
13. **B.6.1. Scholarly Study** - Locate and demonstrate understanding of professional literature, including the quality of the source of information, to make evidence-based practice decisions in collaboration with the occupational therapist. * Explain how scholarly activities and literature contribute to the development of the profession.
14. **B.6.2. Quantitative and Qualitative Methods** - Understand the difference between quantitative and qualitative research studies.
15. **B.6.3. Scholarly Reports** - Demonstrate the skills to understand a scholarly report.

SCANS implemented in these course objectives include:

Foundation skills	Workplace Competencies
Basic Skills: i, ii, iv	Resources: i, ii, iii
Thinking Skills: i, ii, iii, v, vi	Interpersonal Skills: i, ii, iii, iv, v, vi
Personal Qualities: i, ii, iii, iv, v	Information: i, ii, iii, iv
	Systems: i, ii, iii
	Technology: i, ii, iii

Course Content:
A general description of lecture/discussion topics included in this course are listed in the Learning Outcomes / Specific Course Objectives sections of this syllabus.

Students in all sections of this course will be required to do the following:

1. Understand and comply with all instructional policies and procedures in the most current Panola College OTA Student Policy Manual and The Pathfinder.
2. Have access to a computer with high-speed internet service, printer, and scanning device with necessary compatible software for course content retrieval and document submissions.

It is the student's responsibility to understand and comply with all instructional policies and procedures in the most current Panola College OTA Student Policy Manual (attendance, assignment submission, makeup exams, professional and ethical behaviors, and others).

Methods of Instruction/Course Format/Delivery:

The course content is offered in a mixed media learning format using both online and face to face learning methods. Pre-class readings and assignments are provided on Canvas to prepare the student for hands-on learning experiences within the face to face class time. The course is taught using text readings, softchalk presentations, online assignments, quizzes, exams, discussion postings, videos and hands-on lab experiences. Students will be expected to discuss and apply online learning tasks during lab experiences.

Major Assignments / Assessments:
The following items will be assigned and assessed during the semester and used to calculate the student's final grade.

Assignments	Weight
Exams	15%
Individual Readiness Assurance Tests (IRATs)	20%
Team Readiness Assurance Tests (TRATs)	10%
Group Assignments	10%
Individual Assignments	30%
Practical Patient Skills Exams	10%
Professional Skills Assessment and Peer feedback	5%

Course Grade:
The grading scale for this course is as follows:

% Score	Letter Grade
90-100	**A**
80-89	**B**
75-79	**C**
60-74	**D**
Below 60	**F**

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.
Note 4: Technical skills must be mastered to progress in the OTA curriculum. Students must demonstrate a basic level of proficiency by earning at least 75% on practical patient skills exams. Not achieving this level of mastery results in automatic failure of this course. Students have three attempts to earn a passing grade for each practical patient skills exam. Maximum scores decrease by 10% each re-take (for example, skill test #1 max score = 100%, skills test #2 max score = 90%, skill test #3 max score = 80%). If a student does not pass a practical patient skills exam by their third attempt, the final course grade will reflect the non-passing score of the final attempt.
Note 5: See the Student Policy Manual regarding results of a non-passing score on the Professional Skills Assessment

Texts, Materials, and Supplies:
- Lippert, Lynn. (2017). Clinical Kinesiology and Anatomy (Sixth Edition). Philadelphia, PA: F.A. Davis Co.
- American Occupational Therapy Association. (2020). Occupational therapy practice framework: Domain and process (4th ed.). American Journal of Occupational Therapy, 74 (Supplement 2).
- Oden, Athena. (2016). Ready Bodies Learning Minds: Cultivating the Complete Child (3rd Ed.). Spring Branch, TX: Ready Bodies, Learning Minds.

Required Readings: As provided in pre-class material instructions.

Recommended Readings: As provided in pre-class material instructions.

Other:
- Courses conducted via video conferencing may be recorded and shared for instructional purposes by the instructor.
- For current texts and materials, use the following link to access bookstore listings: https://www.panolacollegestore.com
- For testing services, use the following link: https://www.panola.edu/student-services/student-support/academic-testing-center
- 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 https://www.panola.edu/student-services/student-support/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.
- Student Handbook, *The Pathfinder: https://www.panola.edu/* (located at the bottom under students)

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.