COURSE DESCRIPTION:

This course was designed to provide an understanding of how occupational therapy contributes to promoting the health and participation of people, organizations and populations through engagement in occupation. Opportunities will be provided to apply the therapeutic use of occupations and client-centered approach utilized in the process of the delivery of occupational therapy services for physical and psychosocial dysfunction. Lecture and laboratory activities provide the opportunity to apply theoretical concepts to practice situations, promote problem solving and critical thinking skills, develop skills in activity analysis and foster communication skills with clients and professional staff.

RELATIONSHIP TO THE CURRICULUM DESIGN:

Occupational Therapy Skills and Techniques II provides opportunities for analysis of occupational therapy treatment techniques utilized in the treatment of physical and psychosocial dysfunction during the adult years. Throughout the semester, students will have opportunities to develop problem solving and critical thinking skills, communication skills, an understanding of occupations and activity analysis and professional behaviors by combining knowledge from the pediatric courses with content related to the adult population in planning and implementing appropriate occupational therapy treatment. It provides the student with a frame of reference with which to observe and participate in patient/client treatment of adults in Occupational Therapy Practicum.

PREREQUISITES: Satisfactory completion of OTH 1114C, OTH 1520C, OTH 1410, ENC 1102 or SPC1608, and the humanities elective.

COREQUISITES: OTH 2420C, OTH 2300C, OTH 2802L

STUDENT LEARNING OUTCOMES:

Upon satisfactory completion of the course, the student will be able to:

1.0 Analyze the components of the activity analysis related to the use of purposeful occupation/activities in occupational therapy.
   1.1 Analyze the components of the activity.
   1.2 Discuss the use of occupation/activities relative to performance areas, performance skills, performance patterns, context, activity demands and client factors.
   1.3 Discuss the models of occupational performance and theories of occupation to rationalize the choice of purposeful activity/occupation in the therapeutic environment.

2.0. Discuss the team approach to assessment, treatment and termination of therapy.
   2.1 Discuss the use of appropriate standardized and non-standardized
techniques utilized in the assessment process.

2.2 Discuss the impact of other team member’s treatment on the patient’s and family’s recovery.

2.3 Explain the importance of communication between the treatment team members related to client factors, performance patterns, context, and performance skills.

2.4 Discuss the reassessment process and discontinuation of services.

2.5 Discuss the use of the occupational profile to define activities that are meaningful and necessary for the client to carry out roles at home, work and community environments.

2.6 Discuss the development and revision of treatment goals related to changes in client performance and context.

3.0 Select, implement and teach interventions for adults with physical and/or psychosocial dysfunction considering the client’s functional abilities and needs, safety, health and wellness, and performance in ADLs, IADLs, education, work, play, rest, sleep, leisure and social participation.

3.1 Comprehend the essential qualities of purposeful activities/occupation and the effect of engaging in activity upon the health of the individual and quality of life.

3.2 Analyze occupations, purposeful activities, enabling activities commonly used in the clinical environment in terms of performance areas of occupation, performance skills, performance patterns, context, activity demands and client factors.

3.3 Formulate alternative means of performing the activity in an acceptable manner through adaptation or modification of the task or environment.

3.4 Practice problem solving skills in selecting activities to meet the specific needs of a client receiving occupational therapy intervention.

3.5 Explain techniques of energy conservation and work simplification related to activities of daily living.

3.6 Demonstrate the ability to plan and implement activities that focus on returning individuals to their home and community environments as functional members including self management, home management and community and work integration.

3.7 Teach wheelchair management techniques to clients with physical disabilities including transfers, wheelchair management and community mobility.

3.8 Use teaching/learning principles to teach clients how to utilize adaptive/assistive equipment in the performance of functional activities and occupations.

3.9 Use teaching/learning principles to teach self-care techniques to clients with physical and/or psychosocial dysfunction after collaborating with the occupational therapist to determine appropriate methods.

3.10 Discuss the principles and demonstrate strategies with assistive technology and devices to enhance occupational performance, participation, health and well being with adults with physical disabilities.

3.11 Enable feeding and eating performance with the adult population and train others in precautions and techniques while considering the client and contextual factors.

3.12 Apply the Occupational Therapy Practice Framework to describe, analyze and document the use of activities in the practice of occupational therapy to potential employers, colleagues, third party payers, regulator boards, policy makers and other audiences.

3.13 Understand how the roles of a client impact the goals of therapy.
3.14 Discuss the use of physical agent modalities including by not limited to superficial thermal and mechanical modalities as a preparatory measure to improve occupational performance.
3.15 Demonstrate knowledge of the administration of physical agent modalities to achieve established goals while adhering to contraindications and precautions.
3.16 Grade and adapt the environment, tools, materials, occupations and interventions to reflect the changing needs of the client and context.
3.17 Use professional literature to make evidenced-based practice decisions in collaboration with the occupational therapist.

4.0 Demonstrate knowledge of interventions that would be used to maximize function and enhance quality of life for older individuals.
4.1 Discuss activity patterns of older adults as related to activities of daily living, instrumental activities of daily living, work, education, play/leisure and social interaction.
4.2 Explore interventions to improve personal skills and abilities.
4.3 Discuss preventive interventions through which occupational therapists may facilitate function in older adults.
4.4 Identify the physical and environmental requirements to perform an activity/occupation including precautions, contraindications, acceptable criteria for completion and utilization of assistive technology.
4.5 Discuss the perception of “quality of life” and the relationship to involvement in activities and occupation to promote health, wellness and prevention of disease in relation to the context.
4.6 Explain the need for and use of compensatory strategies when desired life tasks cannot be performed.

5.0 Implement group interventions based on principles of group development and dynamics via instruction of peers in the processes involved in specific therapeutic craft activities.
5.1 Use teaching learning principles to perform various craft activities utilized in the clinical setting.
5.2 Define and apply the principles of activity analysis in the practice of occupational therapy through the analyses of activities as they are normally performed.
5.3 Demonstrate the ability to educate clients, caregivers, family and significant others to facilitate skills in the areas of occupation as well as preventions, health maintenance and safety.
5.4 Demonstrate skills of collaboration with the occupational therapist when initiating and performing specific therapeutic craft activities.
5.5 Utilize principles of group development and dynamics to set up and complete a therapeutic craft activity within an established time limit.

6.0 Use traditional therapeutic approaches to facilitate motor control and functional abilities related to activities of daily living.
6.1 Describe the traditional approaches of treatment including: Rood, Neurodevelopmental Treatment, Movement Therapy of Brunnstrom and Proprioceptive Neuromuscular Facilitation Approach of Kabat and Voss.
6.2 Explain the differences and similarities in each approach.
6.3 Demonstrate treatment techniques utilized in each approach related to specific areas of dysfunction.
6.4 Utilize the traditional therapeutic approaches and incorporate the use of occupation, exercise and activities to establish an intervention plan.

7.0 Demonstrate a holistic approach to activity planning, teaching and performance for individuals in the adult years.
   7.1 Incorporates knowledge related to multicultural differences in the adult population in treatment planning and implementation.
   7.2 Relate the needs and interests of the adult to the activities utilized in treatment.
   7.3 Demonstrate the ability to involve family members and significant others in treatment planning and implementation of the adult client.
   7.4 Use communication and problem solving skills to enhance coping skill in adults with psychosocial and/or physical dysfunction.
   7.5 Discuss ethical considerations related to treatment of physical and mental disabilities with the adult population.
   7.6 Discuss the social, emotional, spiritual, temporal, virtual, ethical and cultural factors which influence adults with disabilities.
   7.7 Effectively interact through written, oral and nonverbal communication with the client, family, significant others, colleagues and other health care providers in a professional manner.
   7.8 Identify various physical disability and mental health settings and their impact on the management and delivery of occupational therapy services.
   7.9 Demonstrate therapeutic use of self, including one’s personality, insights, perceptions and judgments as part of the therapeutic process in both individual and group interactions.

8.0 Understand the role of the Occupational Therapy Assistant and the Registered Occupational Therapist in the assessment, treatment planning and implementation, reassessment and termination process.
   8.1 Discuss the supervisory and collaborative relationship between the occupational therapist and the occupational therapy assistant.
   8.2 Recognize the need for open communication with the occupational therapy assistant.
   8.3 Understand the need for and use of demonstrating service competencies.
   8.4 Discuss reimbursement throughout the service delivery process.
   8.5 Discuss the role of the OTA for the profession and the consumer and understand the due process/appeals system when reimbursement is not approved for OT services and recommended equipment.
   8.6 Discuss the importance of supervision in the occupational therapist /occupational therapy assistant relationship.
   8.7 Identify the national requirements for credentialing and requirements for licensure and certification as established by NBCOT, AOTA and the state of Florida.

9.0 Explore the areas of orthotics and prosthetics.
   9.1 Fabricate a wrist cock-up splint for a specific person with emphasis on proper fitting and client training.
   9.2 Explore the role of occupational therapy in prosthetics.
   9.3 Discuss the use of orthotics and prosthetics related to enhancement of occupational performance.
10.0 Demonstrate proper care and maintenance of equipment and supplies including safety factors.

11.0 Utilizes safety precautions in the therapeutic environment.
  11.1 Utilizes good body mechanics when lifting and handling clients and equipment.
  11.2 Explains principles of body mechanics to clients and caregivers.
  11.3 Adheres to standard precautions within the therapeutic environment.

**TOPICAL OUTLINE**

1. Activity Analysis
   A. Activity
      1. Purposeful activity
      2. Engagement in Occupation
   B. Relationship to performance areas
   C. Relationship to performance components
   D. Performance context
   E. Theories to rationalize choice of purposeful activity.
      1. The Model of Human Occupation
      2. Occupational Adaptation Model
      3. Rehabilitative Frame of Reference
      4. Biomechanical Frame of Reference
      5. Neurodevelopmental Theory
      6. Sensory Integration
      7. Learning Theory
      8. Cognitive Disability Frame of Reference
      9. Motor Learning – An emerging Frame of Reference

2. Rationale for Choosing an Occupation/Activity
   A. Screening
   B. Evaluation
   C. Intervention Planning
   D. Intervention Implementation
   E. Re-evaluation
   F. Treatment Termination
   G. Role of the Occupational Therapy Assistant

3. Team Approach to Assessment, Treatment and Termination of Therapy Services
   A. Standardized and non-standardized techniques
      1. Clinical observations
      2. ADL Evaluation
      3. Wheelchair Assessment
      4. Functional Mobility
      5. Sensory Testing
      6. Strength and Range of Motion
   B. Use of assessment results in relation to performance areas, activities and adaptation principles
      with the adult population.
   C. Team Treatment
      1. Understanding the roles of each team member.
2. Impact of each team member’s treatment relative to the patient/client and their family’s recovery.
3. Need for communication with the team.
4. Reassessment and discontinuation of services.

4. Graded Activity Analysis and Treatment Planning
   A. Appropriate functional activity plan for adults
   B. Processes involved in activity performance
   C. Adapting and grading activities
   D. Provision of instruction for specific activities

5. Traditional Therapeutic Approaches - A Basis for Treatment
   A. Movement Therapy of Brunnstrom
   B. Neurodevelopmental Treatment (Bobath)
   C. Proprioceptive Neuromuscular Facilitation (PNF) Approach of Kabat and Voss
   D. Rood Approach
   E. Neurodevelopmental, Biomechanical and Rehabilitative Frames of Reference

6. Muscle Strengthening Techniques
   A. Progressive Resistive Exercise
   B. Assistive Devices
   C. Utilization of Functional Activities

7. Range of Motion Techniques
   A. Active Range of Motion
   B. Passive Range of Motion
   C. Assistive Range of Motion

8. Adaptive/Assistive Equipment
   A. Prevent Deformities
   B. Joint Preservation
   C. Slings
   D. Splints
   E. Maintaining range of motion and/or a functional position
   F. Activities of Daily Living
   G. Environmental Control Units and switches

9. Interventions to facilitate function in the older adult
   A. Transfer and wheelchair mobility
   B. Environmental adaptations
   C. Activities of Daily Living
   D. Feeding
   E. Leisure time skills
   F. Multicultural differences within the adult population
   G. Involvement of family members and significant other in the treatment process
   H. Health, wellness and quality of life
   I. Ethical considerations related to treatment
   J. Reimbursement considerations related to treatment and equipment needs
   K. Communication skills
   L. Problem solving abilities and critical thinking abilities
M. Physical Agent Modalities
N. Orthotics – splinting
O. Prosthetics – training
P. Use of compensatory techniques
Q. Assistive technology
R. Evidenced based practice
S. Teaching learning process

10. Instruction in and Analysis of Various Therapeutic Craft Activities
   A. Teaching Learning Process
   B. Woodworking
   C. Leathercraft
   D. Stenciling
   E. Ceramics
   F. Mosaic Tiling
   G. Copper Tooling
   H. Decoupage
   I. Macramé
   I. Exploration of other craft media

10. Team Approach
   A. Supervision
   B. Collaboration
   C. Referrals
   D. Communication

11. Safety
   A. Body Mechanics
   B. Standard Precautions

12. Documentation
   A. Guidelines
   B. Elements of Documents
   C. Problem-oriented Medical Records
   D. SOAP Notes

TEACHING/LEARNING EXPERIENCES:

Lecture – PowerPoint presentations
Readings
Discussion – large and small group
Simulation and practice activities
Demonstration
Participation in Laboratory Activities
Assignments – written and oral presentations
Videos
Activity analysis through the use of craft activities
Role playing
Student presentations utilizing the teaching/learning process
Guest speakers
Written exams
Quizzes
Inquiry/questioning
Interpersonal communication

EVALUATION METHODS:

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<tr>
<td>Quizzes and Assignments</td>
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<tr>
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<td>Media Project</td>
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Grading Scale:

A = 90-100
B = 80-89
C = 70-79
D = 60-69
F = 59 or below

A minimum grade of “C” is required in all occupational therapy assistant courses. Students who do not achieve a minimum grade of 70 in this course will not be able to progress in the OTA Program.

State College of Florida, in accordance with the Americans with Disabilities Act, will provide classroom and academic accommodations to students with documented disabilities. Students are responsible for registering with the Disability Resource Center (DRC) in order to receive academic accommodations. Reasonable notice must be given to the DRC office (typically 5 working days) for accommodations to be arranged. It is the responsibility of the student to provide each instructor with a copy of the official Memo of Accommodation. DRC Contact Information:
Email: drc@scf.edu  Phone: 941-752-5295 Website: http://scf.edu/StudentServices/DisabilityResourceCenter

State College of Florida, Manatee-Sarasota (SCF) is an equal opportunity and access institution that does not discriminate on the basis of sex, race, religion, age, national origin/ethnicity, color, marital status, disability, genetic information, sexual orientation and any other factor prohibited under applicable federal, state, and local civil rights laws, rules and regulations in any of its educational programs, services or activities, including admission and employment.

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