

OTAP-250 PHYSICAL FUNCTION & OT INTERVENTIONS 4 CREDITS

SYLLABUS

CATALOG DESCRIPTION

Physical function to promote occupational performance. Includes assessment/evaluation tools and techniques, and intervention strategies of various frames of reference for physical disabilities.

Prerequisites: OTAP 200, OTAP 210 with a "C" or better. Instructor Approval

Semester Offered: Fall

COMMON STUDENT LEARNING OUTCOMES

Upon successful completion of San Juan College programs and degrees, the student will demonstrate competency in...

BROAD AND SPECIALIZED LEARNING

Students will actively and independently acquire, apply, and adapt skills and knowledge with an awareness of global contexts.

CRITICAL THINKING

Students will think analytically and creatively to explore ideas, make connections, draw conclusions and solve problems.

CULTURAL AND CIVIC ENGAGEMENT

Students will act purposefully, reflectively, and ethically in diverse and complex environments.

EFFECTIVE COMMUNICATION

Students will exchange ideas and information with clarity in multiple contexts.

INFORMATION LITERACY

Students will be able to recognize when information is needed and have the ability to locate, evaluate, and use it effectively.

INTEGRATING TECHNOLOGIES

Students will demonstrate fluency in the application and use of technologies in multiple contexts.

Student work from this class may be randomly selected and used anonymously for assessment of course, program, and/or institutional learning outcomes. For more information, please refer to the Dean of the appropriate School.

COURSE LEARNING OUTCOMES

Upon successful completion of the course, the student will be able to...

1. Identify medical treatment of selected physical diseases, conditions, and disabilities.
2. Analyze components that impact the health and wellness and occupational functioning in individuals with physical disabilities.

3. Utilize evaluation tools and intervention techniques related to select OT frames of reference.
4. Based on case information, demonstrate ability to effectively select, plan, modify, and share data from evidence-based evaluations and the status of intervention strategies to facilitate occupational performance and participation for individuals with physical disabilities.

SPECIFIC LEARNING OBJECTIVES

1. Identify components that impact the health and wellness and occupational functioning in individuals with physical disabilities.
 - a. Describe the meaning and dynamics of occupation and activity, including the interaction of areas of occupation, performance skills, performance patterns, activity demands, context(s) and environments, and client factors. (B.2.2.)
 - b. Explain the need for and use of compensatory strategies when desired life tasks cannot be performed. (B.2.10)
 - c. Explain social and psychological concerns that an individual who has a disability may experience.
2. Analyze components that impact the health and wellness and occupational functioning in individuals with physical disabilities.
 - a. Describe the meaning and dynamics of occupation and activity, including the interaction of areas of occupation, performance skills, performance patterns, activity demands, context(s) and environments, and client factors. (B.2.2.)
 - b. Explain the need for and use of compensatory strategies when desired life tasks cannot be performed. (B.2.10.)
 - c. Explain social and psychological concerns that an individual who has a disability may experience. (B.1.3.)
3. Utilize evaluation tools and intervention techniques related to select OT frames of reference.
 - a. Articulate the importance of using statistics, tests, and measurements for the purpose of delivering evidence-based practice. (B.1.7.)
 - b. Administer selected screening and assessments using appropriate procedures and protocols (including standardized formats) and use occupation for the purpose of assessment. (B.4.1., B.4.2)
 - c. Provide training in self-care, self-management, health management and maintenance, home management, and community and work integration. (B.5.5.)
 - d. Adapt environments (e.g., home, work, school, community) and processes, including the application of ergonomic principles. (B.5.9.)
 - e. Articulate principles of 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. (B.5.10.)
 - f. Provide fabrication, application, fitting, and training in orthotic devices used to enhance occupational performance and participation, and training in the use of prosthetic devices. (B.5.11.)
 - g. Provide training in techniques to enhance functional mobility, including physical transfers, wheelchair management, and mobility devices. B.5.12.
 - h. Recognize the use of superficial thermal and mechanical modalities as a preparatory measure to improve occupational performance. On the basis of the intervention plan, demonstrate safe and effective administration of superficial thermal and mechanical modalities to achieve established goals while adhering to contraindications and precautions. (B.5.15.)
 - i. Grade and adapt the environment, tools, materials, occupations, and interventions to reflect the changing needs of the client and the sociocultural context. (B.5.23.)
 - j. Teach compensatory strategies, such as use of technology and adaptations to the environment that support performance, participation, and well-being. (B.5.24.)
4. Based on a case information, demonstrate ability to effectively select, plan, modify, and share data from evidenced-based evaluations and the status of intervention strategies to facilitate occupational performance and participation for individuals with physical disabilities.

- a. Gather and share data for the purpose of screening and evaluation including, but not limited to, specified screening tools; assessments; skilled observations; checklists; occupational histories; consultations with other professionals; and interviews with the client, family, and significant others. (B.4.1)
- b. Gather and share data for the purpose of evaluating client(s)' occupational performance in activities of daily living (ADLs), instrumental activities of daily living (IADLs), education, work, play, rest, sleep, leisure, and social participation. Evaluation of occupational performance includes
 - The occupational profile, including participation in activities that are meaningful and necessary for the client to carry out roles in home, work, and community environments.
 - Client factors, including values, beliefs, spirituality, body functions (e.g., neuromuscular, sensory and pain, visual, perceptual, cognitive, mental) and body structures (e.g., cardiovascular, digestive, nervous, genitourinary, integumentary systems).
 - Performance patterns (e.g., habits, routines, rituals, roles).
 - Context (e.g., cultural, personal, temporal, virtual) and environment (e.g., physical, social).
 - Performance skills, including motor and praxis skills, sensory–perceptual skills, emotional regulation skills, cognitive skills, and communication and social skills. (B.4.4.)
- c. Identify when to recommend to the occupational therapist the need for referring clients for additional evaluation. (B.4.9.)
- d. Assist with the development of occupation-based intervention plans and strategies (including goals and methods to achieve them) on the basis of the stated needs of the client as well as data gathered during the evaluation process in collaboration with the client and others. Intervention plans and strategies must be culturally relevant, reflective of current occupational therapy practice, and based on available evidence. Interventions address the following components:
- e. The occupational profile, including participation in activities that are meaningful and necessary for the client to carry out roles in home, work, and community environments.
- f. Client factors, including values, beliefs, spirituality, body functions (e.g., neuromuscular, sensory and pain, visual, perceptual, cognitive, mental) and body structures (e.g., cardiovascular, digestive, nervous, genitourinary, integumentary systems).
- g. Performance patterns (e.g., habits, routines, rituals, roles).
- h. Context (e.g., cultural, personal, temporal, virtual) and environment (e.g., physical, social).
- i. Performance skills, including motor and praxis skills, sensory–perceptual skills, emotional regulation skills, cognitive skills, and communication and social skills. (B.5.1.)
- j. The student will explain typical OT service delivery settings, including the consultative process, for an OTA working with clients with physical disorders with occupational performance deficits. (B.5.26.)
- k. Monitor and reassess, in collaboration with the client, caregiver, family, and significant others, the effect of occupational therapy intervention and the need for continued or modified intervention, and communicate the identified needs to the occupational therapist. (B.5.28.)
- l. Facilitate discharge planning by reviewing the needs of the client, caregiver, family, and significant others; available resources; and discharge environment, and identify those needs to the occupational therapist, client, and others involved in discharge planning. This process includes, but is not limited to, identification of community, human, and fiscal resources; recommendations for environmental adaptations; and home programming. (B.5.29.)
- m. Under the direction of an administrator, manager, or occupational therapist, collect, organize, and report on data for evaluation of client outcomes. (B.5.30.)
- n. Recommend to the occupational therapist the need for termination of occupational therapy services when stated outcomes have been achieved or it has been determined that they cannot be achieved. Assist with developing a summary of occupational therapy outcomes, recommendations, and referrals. (B.5.31.)

- o. Effectively communicate and work inter-professionally with those who provide services to individuals and groups in order to clarify each member's responsibility in executing an intervention plan. (B.5.21.)
- p. Use professional literature to make evidence-based practice decisions in collaboration with the occupational therapist. (B.8.3.)

The numbers in parentheses following each objective correlate to the 2011 OTA educational standards established by the Accreditation Council for Occupational Therapy Education. [ACOTE Standards and Interpretive Guide](#)