

OTAP-210 ELDERS & OT INTERVENTIONS 3 CREDITS

SYLLABUS

CATALOG DESCRIPTION

Occupational performance of elders. Includes assessment/evaluation tools and techniques and intervention strategies in various frames of references, and regulatory factors specific to this population.

Prerequisites: OTAP 140, OTAP 152, OTAP 160, OTAP 170 with a "C" or better. Instructor Approval

Semester Offered: Summer

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 components that impact the health, wellness, and functioning in elders.
2. Based on case studies or scenarios, demonstrate ability to effectively select, plan, conduct, modify, and document evidenced-based evaluations and intervention strategies to facilitate occupational performance and participation for elders.

3. Identify how regulatory factors impact health services for elders, including effective documentation skills.

SPECIFIC LEARNING OBJECTIVES

1. Identify components that impact the health, wellness, and functioning in elders.
 - a. Identify the physical, emotional, environmental, social-cultural, diversity and financial factors related to aging which influence activity patterns and the need for adaptation and adjustment. (B.1.4., B.6.2.)
 - b. Identify the role of occupation in the promotion of health and the prevention of disease and disability in the geriatric individual. (B.2.9.)
 - c. Identify environments and equipment that maintain/restrict mature occupations and modifications or accommodations that will facilitate mature occupations. (B.5.9.)
 - d. Describe techniques used to enable feeding and eating performance (including the process of bringing food or fluids from the plate or cup to the mouth, the ability to keep and manipulate food or fluid in the mouth, and the initiation of swallowing) and train others in precautions and techniques while considering client and contextual factors. (B.5.14.)
2. Based on case studies or scenarios, demonstrate ability to effectively select, plan, conduct, modify, and document evidenced-based evaluations and intervention strategies to facilitate occupational performance and participation for elders.
 - a. Discuss techniques to collaborate with the patient, family, other health professionals and the occupational therapist in providing patient assessment, treatment, and access to OT services. (B.9.12.)
 - b. Describe safety precautions with clients during assessment and intervention procedures including knowledge of contraindications and use of infection control standards.
 - c. Provide training in techniques to enhance community mobility, including public transportation, community access, and issues related to driver rehabilitation. (B.5.13.)
 - d. The student will 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:
 - 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.5.1.)
 - e. 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.)
3. Identify how regulatory factors impact health services for elders, including effective documentation skills.
 - a. Articulate the ethical and practical considerations that affect the health and wellness needs of those who are experiencing or are at risk for social injustice, occupational deprivation, and disparity in the receipt of services. (B.1.5.)
 - b. Demonstrate knowledge of and ability to comply with the various reimbursement mechanisms, including documentation that affects the practice of occupational therapy in geriatrics. (B.7.4.)
 - c. Identify potential impacts of social, economic, political, geographic, or demographic factors on the practice of occupational therapy with elderly population. (B.1.4., B.6.2.)
 - d. Identify the role and responsibility of the OTA to address changes in service delivery policies, to effect changes in the system, and to recognize opportunities in emerging practice areas. (B.6.4.)
 - e. Identify the systems and structures that create federal and state legislation and regulation and their implications and effects on practice settings involving the elderly. (B.7.2.)

- f. Describe the role of the occupational therapy assistant in care coordination, case management, and transition services in traditional and emerging practice environments. (B.5.27.)
- g. Identify the OTA's responsibilities and issues when providing service on a contractual basis. (B.9.9.)

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](#)