



OTAP 210 Elders & OT Interventions section name section credit hours Credits
Syllabus

Course Information

Meeting times and location: section meeting_times section location

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.

Terms offered: Summer Only

Section-specific Course Description:

Course Level Objectives

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

During this course you will be engaged in addressing the following:

1. **Identify components that impact the health, wellness, and functioning in elders.**

1.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.1.1., B.1.2.)

1.b. Identify the role of occupation in the promotion of health and the prevention of disease and disability in the geriatric individual. (B.2.5.)

1.c. Identify environments and equipment that maintain/restrict mature occupations and modifications or accommodations that will facilitate mature occupations. (B.3.8.)

1.d. Demonstrate interventions that address dysphagia and disorders of feeding and eating and train others in precautions and techniques while considering client and contextual factors. (B.3.13.)

1.e. Demonstrate knowledge of the effects of disease processes related to aging on occupational performance. (B.2.6.)

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.

2.a. Contribute to the evaluation process of client(s)' occupational performance, including an occupational profile, by administering and explaining the importance of using psychometrically sound standardized and nonstandardized screenings and assessment tools, explaining and collaborating in the development of, and delivering client centered, culturally relevant, evidence-based, and occupation-based intervention plans and strategies. (B.3.0., B.3.3.)

2.b. Under the direction of an occupational therapist the student will collect, organize, and report on data for evaluation of client outcomes. (B.3.5.)

2.c. Describe safety precautions with clients during assessment and intervention procedures including knowledge of contraindications and use of infection control standards. (B.2.8.)

2.d. Demonstrate therapeutic use of self, including one's personality, insights, perceptions, and judgments, as part of the therapeutic process in both individual and group interaction. (B.3.1.)

2.e. Demonstrate activity analysis and professional reasoning to address occupation-based interventions, client factors, performance patterns, and performance skills and facilitate interventions focused on promotion, compensation, adaptation, and prevention and apply the interaction of occupation and activity. (B.2.3., B.2.7., B.3.2., B.3.8., B.3.9.)

2.f. 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. (B.3.6.)

2.g. Apply theories, models, and frames of reference to guide and provide direct interventions and procedures to persons, groups, and populations to enhance safety, health and wellness, and performance in occupations. This must include the ability to select and deliver occupations and activities, preparatory methods and tasks (including therapeutic exercise), education and training, and advocacy. (B.2.1., B.3.6.)

2.h. Provide training in techniques to enhance functional mobility and techniques to enhance community mobility, and address transportation transitions, including driver rehabilitation and community access for the elderly. (B.3.11., B.3.12.)

2.i. Demonstrate knowledge of the use of technology in practice, including electronic documentation systems and virtual environments. (B.3.18.)

2.j. 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. (B.3.8.)

2.k. Demonstrate the principles of the teaching-learning process using educational methods and health literacy education approaches to design activities and training and instruct and train clients, caregivers, and communities at the level of the audience. (B.3.19.)

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

3.a. Demonstrate knowledge of the American Occupational Therapy Association (AOTA) Occupational Therapy Code of Ethics and AOTA Standards of Practice and use them as a guide for ethical decision making in client interventions (B.2.10.)

3.b. Demonstrate knowledge of various reimbursement systems and funding mechanisms, treatment/diagnosis codes, and coding and documentation requirements that affect consumer and the practice of occupational therapy in geriatrics. Documentation must effectively communicate the need and rationale for occupational therapy services. (B.4.3.)

3.c. Identify and explain the contextual factors; current policy issues; and socioeconomic, political, geographic, and demographic factors on the delivery of occupational therapy for elderly population as they relate to the practice of occupational therapy. (B.4.1.)

3.d. Explain the role and responsibility of the OTA to advocate for changes in service delivery policies, effect changes in the system, and to recognize opportunities in emerging practice areas. (B.4.2.)

3.e. Define the systems and structures that create federal and state legislation and regulations, and their implications and effects on practice settings involving the elderly. (B.4.1.)

3.f. Understand and articulate care coordination, case management, and transition services in traditional and emerging practice environments. (B.4.6.)

3.g. Demonstrate knowledge of personal and professional responsibilities that are consistent with current accepted standards and long-term professional goals. (B.2.9.)

The numbers in parentheses following each objective correlate to the 2023 OTA educational standards established by the Accreditation Council for Occupational Therapy Education.

Curriculum Correlation

The San Juan College OTA Program curriculum design is supported throughout all courses and is evident in our methods of instruction and assessment. The curricular threads woven throughout the program are:

- Evidence based practice that supports critical thinking and engagement in effective clinical reasoning.
- Occupation-based practice focusing on meaningful, client centered interventions.
- Community engagement through partnerships with local organizations within our community to enhance student learning and success.
- Experiential learning to engage students and enrich knowledge acquisition skills.
- Professionalism to foster positive and ethical work behaviors and relationships.

OTAP 210

Third semester course that emphasizes professionalism and utilizes experiential learning, to study occupational performance of elders, including occupational therapy assessment tools and evidence and occupation-based intervention strategies. Includes both classroom and community-based opportunities to address the effects of aging on occupational performance.

Required Technology and Software

- Canvas
- Chrome, Safari, or Firefox

Technical Support

Technical support is available through the San Juan College Help Desk 24/7/365. The help desk can be reached at 505-566-3266 or by creating a ticket at [San Juan College Help Desk](#).

For password reset and Canvas support, visit the [Student Technology Guide](#) website.

Accessibility/Privacy Policies for all Technology Tools Used

[Accessibility/Privacy Policies for all Technology Tools Used](#)

Course Requirements

Methods of Instruction:

Material will be presented using a combination of visual, auditory, and kinesthetic aids to promote optimal learning of knowledge necessary for providing occupational therapy services.

| | | |
|---------------|---------------------------------------|-----------------------------|
| Lecture | Written and Oral Assignments | Assigned Readings |
| Audio/Visuals | Group Discussions | Demonstration |
| Handouts | Lab Practice | Guest Speakers |
| Role-Playing | Simulation (virtual and face-to-face) | Internet exploration |
| Case Studies | Interactive Video Libraries | Service Learning Activities |

Assessment Strategies:

To assure the acquisition of knowledge, skills, attitudes, professional behaviors, and competencies, students may be assessed using the following methods: content exams, practical skill exams, video submissions, written assignments, group work, demonstration, discussion posts, presentations, homework, and service learning.

Healthy and Safe Practices for Being on Campus

We want a healthy and safe campus for students, faculty, staff, and guests.

Contagious diseases and your responsibility:

If you have COVID-19 symptoms, fever, flu or even the common cold, you should stay home. Do not come to campus if you are feeling sick. Contact your instructor about missing class (and review your

instructor's policies on missed or late work). Being sick does not necessarily excuse you from completing your work on time.

Safety on campus and your responsibility:

If you are on campus and experience or witness an emergency, call 9-1-1 first and then the Department of Public Safety at 505-566-3333 (or just 3333 if calling from a campus phone).

When you are on campus, be aware of your surroundings. If you need an escort to your vehicle, call 505-566-4444 (DPS non-emergency line) or 505-215-3091 (officer on duty line).

The College will send information for campus emergencies through SJC AlertAware, email and the webpage. Stay informed and stay safe.

Student Support

At San Juan College, we are committed to supporting your academic success and overall well-being. We recognize that college life can be challenging and stressful, impacting both learning and personal health. We are here to help you succeed.

Academic Support and Resources

We provide a range of academic support services to help you stay on track on your educational journey. Free resources include tutoring, computer loans, life skills workshops, and so much more. Visit the [Academic Support and Resources](#) webpage to learn more about support and resources available through Academic Advising, the Tutoring Center, the Student Resource Center (formerly Student Achievement Center) and the Testing Center.

Student Support and Resources

If you or someone you know could benefit from counseling, accessibility services, career exploration, veteran transitional assistance, or any of our other support services, visit the [Student Support and Resources](#) webpage where you'll find detailed information about various resources available to you as an SJC student.

We encourage you to take advantage of these free resources to enhance your college experience and ensure your success.

Participation and Attendance Policy

Attendance

This program is preparation for a career as a professional; the attendance policy reflects what is expected for continued employment. Students are expected to regularly attend all classes. Valid reasons for missing classes do not relieve the student of making up any missed work. The student is responsible for making up all lost work. If the student misses a class, he/she is required to obtain the lecture notes from another student. If the student misses lab, he/she must contact the instructor to make arrangements to make-up for any missed instruction.

The student must contact the instructor of record prior to the class, lab, or fieldwork day to report an intended absence/tardy. The student must provide a bona fide reason for missing class, lab, or clinic (i.e. emergencies, severe illness, death). Such things as appointments and vacation are not appropriate reasons. If the student misses class for an extended period of time due to an emergency, severe illness, or a death in the family, they must provide written documentation for the absence/tardy. Please do not call a fellow student and ask them to tell the instructor, director or administrative assistant that you will be late.

Mandatory Coursework Outside of Regularly-Scheduled Class Time

At times, there are opportunities for students to be involved in fieldwork or special coursework related activities which do not fall during class times; this may be in the evenings, non-class days, or weekends. Faculty will provide as much notice as is possible. Attendance is mandatory and students will be counted absent if unable to attend. Past events include but is not exhaustive: New Student Picnic, CarFit, OT day in Santa Fe, and Inter-professional education simulation day.

Absences

Students are not allowed to miss or have more than three days of absences without a grade penalty, in each course every semester.

Tardiness

Tardiness is a form of absenteeism, is disruptive and disrespectful to the class. A student who arrives after the start of published class time will be considered "tardy". Two "tardies" will equal one absence. Students arriving late must notify the instructor class to change the "absence" to a "tardy". Leaving class or lab early is also considered an incidence of tardiness. The student will be considered absent if a student misses more than 30-minutes (any combination of time) of a course which lasts two or more hours.

The following disciplinary actions in regards to attendance apply for each course, each semester:

Tardiness System Chart - Two Tardies Equal an Absence

| Number of Absence/ Tardies | Form of Action Results |
|----------------------------|---|
| First Absence/2 Tardies: | Verbal Warning |
| Second Absence/4 Tardies: | Written Warning and Formal Plan of Action |

Third Absence/6 Tardies:

Written Warning, Formal Plan of Action, and Final
Course Grade Lowered by 10 Points

For all lecture/lab courses, the first absence/tardy 1 & 2 will result in a verbal warning. The second absence/tardy 4 will result in a written (i.e. formal plan of action). After the third absence/tardy 6, the student will receive a written warning and the course grade will be lowered by ten (10) points for that specific course. If the student currently has a course grade of "C" for that semester, the student will be at risk for dismissal from the program.

Other Classroom Policies and Expectations

Student Evaluations

A. Examinations will be given in all class and lab. Lecture exam format may include multiple choices, matching, true/false, short answer/fill in the blank, or essay. Lab exams may consist of multiple choices, short answer/fill in the blank, matching, or skills practical/check-off. Fieldworks courses may include assignments and evaluations.

B. Students may access grades at any time via the Learning Management System. Midterm grade reports will be given to the student. The midterm grade report will document current progress for each lecture/lab course. Pass/fail will be reported for midterm fieldwork progress. It is the responsibility of the student to maintain personal records and be aware of their individual exam scores and status in each course.

C. Academic Honesty Rules: San Juan College expects all students to adhere to the Academic Honesty Rules as posted online: <https://www.sanjuancollege.edu/studenthandbook/> in the Student Handbook and planner [https://www.sanjuancollege.edu/media/sanjuancollegeedu/documents/student-services/student-policies/Welcome-to-San-Juan-College-\(ADA-Compliant\).pdf](https://www.sanjuancollege.edu/media/sanjuancollegeedu/documents/student-services/student-policies/Welcome-to-San-Juan-College-(ADA-Compliant).pdf) . These are the official guidelines for all classes at San Juan College.

D. Make-up Examinations: All major exams, including practical examinations and finals are to be taken at their scheduled times and dates.

1. Make-up exams are at the discretion of the instructor.

1. Students with appointments on examination days should email the instructor via Canvas to schedule to take the examination early. Students who take exams early obtain full credit.
2. For students with unexpected situations on examination days (illness, accidents, etc.), it is the responsibility of the student to contact the course instructor via Canvas email within 24 hours to determine a possible make-up exam time. Students who contact the

instructor within 24 hours of an exam may receive only a maximum grade of 80, at the discretion of the instructor.

3. A "0" (zero) will be recorded if the student is absent and does not notify the instructor via Canvas email within 24 hours of the exam start time.
2. Make-up exams will cover the same original exam content; however, the exam may be presented in a different format. The length of time for the exam will be the same as the original.
3. Pop quizzes may be given during class that covers the assigned reading material. Pop quizzes cannot be made up. The value of the quizzes will be incorporated into the student's total grade.

E. Late Assignments

Assignments are due in the manner as directed in Canvas.

- Assignments not submitted per Canvas instructions but received within 24 hours will be given a starting grade of 80. Any deficiencies in the quality of the assignment will result in the lowering of the grade.
- Assignments received 24 hours after the Canvas assignment due date and time will be given a "0" (zero).
- Any variation to this policy must be clearly stated in the course guide or as a written explanation with the specific assignment.

F. Late Fieldwork Assignments

Students are expected to complete and turn in all fieldwork assignments on time. Late work policies are clearly stated in course materials.

G. Lab Practical Examinations

Students have a total of three attempts to pass any lab exam taken in the program (the initial practical exam and two additional attempts). If you do not pass the first exam, you must meet with the instructor to review areas of deficiency. A second attempt will be scheduled and you will be given no higher than an 80% as a passing score. If you require a third attempt, additional remediation with instructor will be necessary and you will be given no higher than a 70% and if you fail the third attempt, you will be given a score of zero, and this may result in a failing grade for the course and options will be discussed.

H. Testing Accommodation Information

Students will receive a schedule of test dates on the first day of class. Students with disabilities are expected to contact Disability Services to schedule all tests for the semester at this time.

Students who are taking tests at Disability Services must complete scheduled examinations within 24 hours of the original class test time, unless written permission is given by the instructor for extenuating

circumstances. (505)5663404 or <https://www.sanjuancollege.edu/student-services/advising-and-counseling-center/disability-services/>

For students with unexpected situations on examination days (illness, accidents, etc.), it is the responsibility of the student to contact the course instructor via Canvas email and Disability Services within 24 hours to determine a possible make-up exam time. Students who contact the instructor within 24 hours of an exam may receive only a maximum grade of 80, at the discretion of the instructor. The student is responsible to schedule a make-up exam for as soon as possible with Disability Services and must notify the instructor of the alternate time.

If for any reason other than stated above students must change the testing time that was scheduled, arrangements must be made in advance. Students are responsible to schedule the alternate test time with Disability Services AND notify the instructor of the time AT LEAST 72 hours prior to the original test time. Students who do not schedule the alternate test time or contact the instructor in the above time frames are eligible to take the test but may receive a maximum score of 80, at the discretion of the instructor.

If you need accommodations during fieldwork rotations, you must notify the OTA Fieldwork Coordinator, so that the program and disability services can assist you.

Electronic Devices in the Classroom

As stated in the SJC Student Handbook, the student is expected to show respect for others when using electronic devices. Cell phone use for purposes other than for informatics is limited to break times only. Students are required to silence and store out of sight all electronic communication devices such as cellular phones, laptops, etc. when in classrooms, laboratories, libraries, clinics, or other areas where such devices would interfere with instruction and learning. Students are required to become familiar with and to adhere to the cell phone usage policies established by the fieldwork facilities.

Human Touch and Draping Policy

Students in the OTA program are entering a profession that requires touch and manipulation of the musculoskeletal system and use of physical agent modalities. Throughout the education and training in the OTA program students will be required to apply occupational therapy procedures and techniques on each other and instructors during lab classes. San Juan College faculty may also apply these procedures and techniques. All laboratory procedures and techniques are intended for educational purposes and shall be applied in a respectful and dignified manner. If the student has a condition, cultural differences, or a problem with physical contact involved with any procedure or technique, it is the student's responsibility to discuss this with the course instructor.

If at any time during an OT technique, if you experience pain or discomfort, inform the primary instructor immediately. A decision will be made as to whether or not medical attention is necessary. If necessary, you will be referred to Urgent Care or the hospital emergency room.

During “mock treatments” draping will be used to expose selected body parts or areas. It is your responsibility to report any unprofessional draping received or observed to the instructor.

Lab Attire

In order to practice palpation skills, apply physical agents, or perform exercises, students need to wear clothing to expose the limbs appropriately. Loose shorts, sweat pants, and tank tops or swimsuit tops may be kept in the student’s OTA locker. In addition, closed-toe shoes appropriate for the lab activities must be worn.

Class Presentation and Lab Practical Examination Dress Code

On the day of lab or practical exams, business casual attire is required. This attire can consist of pants/slacks or scrub sets. Close-toed shoes and hose/socks are to be worn, tennis shoes are acceptable. Open-toed or open-backed shoes are not to be worn. Artificial or long nails and inappropriate clothing for labs is unacceptable. Also, offensive body odor (please use deodorant), mouth odor (please use mouthwash or have gum with you), or tattoos (please cover them if advised by staff) are not appropriate for the lab or classroom setting. Piercings may need to be covered or removed as advised by staff. You will be working closely with other individuals and proper hygiene is required. No jeans of any color, leggings, or low-cut tops allowed.

In Class Eating and Drinking

Eating and drinking are allowed during class time unless otherwise instructed by faculty for safety reasons. Students are responsible for cleaning the classroom on a daily basis per the clean-up list.

Canvas Participation and Expectations

The expectation is that each student will access Canvas accordingly throughout the course to complete necessary preparation work and assignments. Please refer often to the Course Calendar.

Instructor Response Times & Regular Interaction Expectations

Instructor will respond to questions via phone or email within 24 hours during the work week. It may take up to 48 hours to respond to questions sent over the weekend. Assignments are graded within one week of the due date. Tests/quizzes will be graded within 24-48 hours of the date offered.

Course Time Commitment

Expect to spend 7-10 hours a week to complete the necessary readings, assignments, and preparation needed to fully participate in class.

Grading

All courses within the OTA curriculum, without exception, must be completed with the award of the grade of "C" or higher. The following is the official method of grading:

Grading System Chart

| Percentage | Letter Grade | Points Per Semester Hour |
|------------|--------------|------------------------------|
| 90 - 100 | = A | = 4 points per semester hour |
| 80 - 89.99 | = B | = 3 points per semester hour |
| 70 - 79.99 | = C | = 2 points per semester hour |
| 60 - 69.99 | = D | = 1 point per semester hour |
| Below 59 | = F | = 0 point per semester hour |

NOTE: All courses within the OTA Program curriculum, including pre-requisites and general education courses, must be completed with a grade of "C" or higher to complete the degree plan. It is vitally important that the student be aware of their running average in each class and to recognize when assistance or tutoring is needed. Each student must take the responsibility to approach the instructor for guidance in studying or to discuss grades. Each student will meet twice with faculty every semester to review academic standing and progression through the program.

Final grades are calculated based on the following...

| Category | Weight |
|--------------------------------------|--------|
| Assignments | 20 |
| Case Study Assignments | 10 |
| Treatment Intervention and Referrals | 10 |
| Chapter Tests | 15 |
| Practicals | 15 |
| Practical Final | 15 |
| Comprehensive Final | 10 |
| Professional Behaviors | 5 |
| TOTAL | 100 |

Key Dates to Remember

[Full Academic Calendar](#)

College Policies and Resources for Current Students

The [Student Handbook](#) provides information on student support, student organizations, and student conduct policies at San Juan College.

The San Juan College catalog outlines the [Academic Policies](#) students need to know.

Inclement Weather Information

Students will receive notification of class delays and cancellations due to inclement weather via the SJC AlertAware and SJC student email. Face-to-face classes will not meet in person; however, students are advised to check with instructors about alternative meeting options, as some may choose to meet via zoom. Hybrid classes will meet as scheduled via zoom. For questions regarding your class delay or cancelation, please contact your instructor.

Online Course Fee

Online Courses - San Juan College requires all online courses to include some form of assessment to demonstrate the mastery of course objectives. This could include exams, capstone projects, e-portfolios, presentations, final papers or other appropriate assessments. The use of a proctoring platform, plagiarism detection software or other method to ensure that assessments are completed by the enrolled student is required.

A course fee of \$5.00 is assessed for all online courses at San Juan College to cover the cost of the above services. Students who are required to take a proctored exam and choose to use a physical testing center outside the SJC Testing Center or SJC Disability Services will be responsible for the cost of using that center.