

OTA 252 – Adult /Geriatric Physical Rehab Clinical Conditions
for the OTA
OTA 270 – OTA Management and Ethics

This course focuses on the practice area of rehabilitation among the adult population and promotes the students' ability to provide therapeutic interventions through practice in analyzing, grading, and adapting activities and the environment to promote independence in activities of daily living for individuals with varied abilities across the lifespan. Through the OT Framework, students will be able to select meaningful and therapeutic interventions to teach and train clients and their significant others. Students will be able to appreciate and apply different OT guiding principles and frames of reference in selecting therapeutic activities that fosters occupation based and client centered interventions that promote evidenced based practice. Students learn to follow standardized and non-standardized OT evaluation tools appropriate for the various clinical conditions arising from the different medical conditions among the adult and aging population.

III. Statement of Course Need:

- A.** This course provides the OTA student knowledge and skills needed to apply the OT process as described in the OT Practice Framework III in accordance with the scope of practice areas of Rehabilitation, Disability and Participation, and Productive Aging. The students will learn and apply these concepts through class instructions, readings, and simulations during laboratory, case studies and related scenarios guided by the OT Practice Framework III. Students will be able to identify and develop various intervention approaches and formulate sound treatment plans guided by appropriate practice models and frames of references. This course aims to develop the student's clinical judgment and abilities to create and implement skilled OT interventions and build their clinical documentation abilities. Psychosocial, cognitive, and contextual factors that affect participation among adults and the older adults are greatly emphasized throughout the course.
- B.** This course requires a laboratory in order to provide students the opportunity to practice and become proficient in implementing various therapeutic techniques and learn to operate specific modalities utilized in treatment and the application of therapeutic interventions used in OT practice. The opportunity of developing clinical skills through kinesthetic learning enhanced with auditory and visual modes allow students mastery of delivering skilled therapeutic intervention in preparation for their clinical fieldwork experience.
- C.** This course is not designed for transfer.

IV. Place of Course in College Curriculum:

- A.** Free Elective

- B. This course meets a program requirement for the AAS in Occupational Therapy Assistant.

V. Outline of Course Content

Lecture

- A. OT Evaluation and Intervention Process
- B. Evaluation and Observation of Deficits (Sensation, Perception, Cognition)
- C. Teaching and Learning Motor Performance
- D. Performance Areas of Occupation (ADL, Moving in the Environment, Promoting Leisure and Social Participation)
- E. Habits of Health and Wellness
 - 1. Occupations, Purposeful Activities and Preparatory Activities
- F. Geriatric Population and Conditions
- G. Orthopedic Conditions (Hip Fractures, Knee Replacements)
- H. Neuro Conditions (CVA, Spinal cord, TBI)
- I. Degenerative Disease of the Central Nervous System
- J. Arthritis and Acute Hand Injuries
- K. Amputations, Burns, Neuropathic and Myogenic Dysfunctions
- L. Oncology and HIV

Lab

- A. Infection Control and Safety Issues
- B. Intro to Documentation
- C. Parts of the OT Evaluation
- D. Occupational Profile
- E. Sensation, Perception, Vision, Cognition Evaluation

- F. Neurotherapeutic approaches to Treatment
- G. ROM, MMT, TONE ASSESSMENT
- H. Purposeful Activities (Activity Analysis, Grading Activities, Adapting tools and the environment, CPT Codes)
- I. OT Modalities (Thermal, Electrical)
- J. Therapeutic Exercises
- K. Documentation
- L. Transfers Techniques, Weight bearing
- M. Assistive and Adaptive Equipment's
- N. ADL Technique's Dressing, Bathing, Feeding, Grooming, Sex
- O. Energy Conservation Techniques, Work Simplification, Joint Protection Principles, Sternal and Cardiac Precautions
- P. Wheelchair System and Other Ambulatory assistive devices
- Q. Writing Letter of medical necessity
- R. Splinting , Orthotics, and Prosthetics
- S. Assistive Technology
- T. ADA, Community Mobility

VI. General Education and Course Learning Outcomes

A. General Education Learning Outcomes:

At the completion of the course, students will be able to:

1. Analyze information and ideas on interventional approaches, strategies, and techniques carefully and logically from multiple perspectives to develop reasoned solutions to utilizing appropriate OT treatments of adults in a wide variety of diagnosis and conditions. (GE-NJ 1, 3, 8, ER, IL)*
2. Use investigative and analytical thinking skills to examine alternatives, explore complex questions, and solve challenging problems presented to the OT practitioner. (GE-NJ 3)*
3. Obtain basic knowledge and key principles in the natural sciences including an understanding of the methods of scientific inquiry through laboratory, activity,

and/or field-based study to facilitate understanding of OT performance skills and patterns. (GE-NJ 1, 3, 4)

4. Identify, locate, evaluate, and use information on OT interventional approaches, strategies, and techniques pertaining to the adult/geriatric client effectively and responsibly to increase understanding on how to treat these clients. (GE-NJ 1, ER, IL)*
5. Use appropriate language, conventions, organization, supporting evidence, and content to effectively communicate occupational therapy interventional approaches, strategies, and techniques in writing for the purpose and audience. (GE-NJ 1, IL)

*embedded critical thinking

B. Course Learning Outcomes:

At the completion of the course, students will be able to:

Lecture:

1. Demonstrate knowledge and understanding of the structure and function of the human body including the biological and physical sciences as they examine various clinical conditions that affects function. (B 1.1)*
2. Demonstrate knowledge and understanding of human development throughout the lifespan considering the different psychological, physical, and various medical conditions often experienced as part of environmental, developmental, and aging process. (B 1.2)*
3. Demonstrate knowledge and appreciation of the role of sociocultural, socioeconomic, and diversity factors and lifestyle choices in contemporary society. (B 1.4)*
4. Articulate the importance of balancing areas of occupation with the achievement of health and wellness for the clients. (B 2.4)*
5. Express support for the quality of life, well-being, and occupation of the individual, group, or population to promote physical and mental health and prevention of injury and disease considering the persons cultural, personal, temporal, virtual, and environmental factors. (B 2.9)*
6. Explain the need for and use of compensatory strategies when desired life tasks cannot be performed. (B 2.10)*
7. Promote the use of appropriate home and community programming to support performance in the client's natural environment and participation in all contexts relevant to the client. (B 5.17)*
8. Demonstrate an understanding of health literacy and the ability to educate and train the client, caregiver, and family and significant others to facilitate skills in areas of occupation as well as prevention, health maintenance, health promotion, and safety. (B 5.18)*
9. Describe basic features of the theories that underlie the practice of occupational therapy. (B 3.1)*

Lab learning outcomes:

1. Demonstrate an understanding of the use of technology to support performance, participation, health and well-being. This technology may include but is not limited to electronic documentation systems, distance communication, virtual environments, and telehealth technology. (B 18)*
2. Demonstrate task analysis in areas of occupation, performance skills, performance patterns, activity demands, context(s) and environments, and client factors to implement the intervention plan. (B 2.7)*
3. Identify interventions consistent with models of occupational performance. (B 2.11)*
4. Describe basic features of models of practice and frames of reference that are used in occupational therapy. (B 3.2)*
5. Administer selected assessments using appropriate procedures and protocols and use occupation for the purpose of assessment. (B 4.2)*
6. Document occupational therapy services to ensure accountability of service provision and to meet standards for reimbursement of services, adhering to the requirements of applicable facility, local, state, federal, and reimbursement agencies. Documentation must effectively communicate the need and rationale for occupational therapy services. (B 4.10)*
7. Assist with the development of occupation-based intervention plans and strategies 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: (B 5.1)*
 - a. 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.
 - b. Client factors including values, beliefs, spirituality, and body structures.
 - c. Performance patterns.
 - d. Context
 - e. Performance skills including motor and praxis skills, sensory-perceptual skills, emotional regulation skills, cognitive skills, and communication and social skills.
8. Select and provide direct occupational therapy interventions and procedures to enhance safety, health and wellness, and performance in ADLs, IADLs, education, work, play, rest, sleep, leisure, and social participation through properly stated OT goals and interventions. (B 5.2)*
9. Provide therapeutic use of occupation, exercises, and activities; provide training in self-care, self-management, health management and maintenance, home management, and community and work integration; and provide development, remediation, and compensation for physical, mental, cognitive, perceptual, neuromuscular, behavioral skills, and sensory. (B.5.3, B.5.5, B.5.6)*
10. Implement intervention strategies to remediate and/or compensate for cognitive deficits that affect occupational performance. (B 5.8)*

11. Adapt environments and processes including the application of ergonomic principles understanding the underlying proper body mechanics. (B 5.9)*
12. Articulate principles of and demonstrate strategies with assistive technologies and devices such as manual and motorized ambulatory devices, audio assistive equipment, and positioning and seating devices that are used to enhance occupational performance and foster participation and well-being through staying abreast on current technological modalities and equipment in the market. (B 5.10)*
13. Fabricate, apply, fit, and train in orthotic devices used to enhance occupational performance and participation and training in the use of prosthetic devices. (B 5.11)*
14. Provide training in techniques to enhance functional mobility including physical transfers, wheelchair management, and mobility devices. (B 5.12)*
15. Provide training in techniques to enhance community mobility including public transportation, community access, issues related to driver rehabilitation, and the ADA principles. (B 5.13)
16. Enable feeding and eating performance and train others in precautions and techniques while considering client and contextual factors. (B 5.14)*
17. Recognize the use of superficial thermal and mechanical modalities as a preparatory measure to improve occupational performance. The student will demonstrate safe and effective administration of superficial thermal and mechanical modalities to achieve established goals while adhering to contraindications and precautions as part of the treatment intervention. (B 5.15)*
18. Provide teaching-learning process with the client, family, significant others, colleagues, other health providers, and the public. Collaborate with the occupational therapist and learner to identify appropriate educational methods. (B 5.19)*
19. Effectively interact through written, oral, and nonverbal communication with the client, family, significant others, colleagues, other health providers, and the public in a professionally acceptable manner. (B 5.20)*
20. 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)*
21. Teach compensatory strategies such as use of technology and adaptations to the environment that support performance, participation, and well-being. (B 5.24)*

*represents ACOTE Standards required for accreditation

C. Assessment Instruments

1. Demonstrations
2. Essays & papers
3. Tests & Quizzes
4. Presentations
5. Discussion
6. Case studies
7. Class participation

8. Online Forums
9. Assigned readings
10. Observational opportunities

VII. Grade Determinants

- A. Tests & Quizzes
- B. Essays and Papers
- C. Case Studies and simulated activities
- D. Return Demonstrations
- E. Class Participation
- F. Presentations
- G. Online Forums

Given the goals and outcomes described above, LIST the primary formats, modes, and methods for teaching and learning that may be used in the course:

- A. Lecture/discussion
- B. Small group work
- C. Guest speakers
- D. Student oral presentations
- E. Student collaboration
- F. Independent study
- G. Case studies
- H. Audiovisual (DVD's, YouTube)
- I. Online Forums
- J. Assigned readings
- K. Observational opportunities

VIII. Texts and Materials

- A. Required textbooks

Early, M. B. (2013). *Physical Dysfunction Practice Skills for the Occupational Therapy Assistant (3rd ed.)*. St. Louis, MO: Elsevier, Mosby ISBN: 978-0-323-05909-1

Boyt Schell, B. A., Gillen, G., & Scaffa, M. E. (2014). *Willard & Spackman's Occupational Therapy (12th ed.)*. Baltimore, MD: Lippincott, Williams & Wilkins
ISBN-13: 978-1451110807 ISBN-10: 1451110804

Hall, C. A. (2013). *Occupational Therapy Tool Kit (6th ed.)*. www.ottoolkit.com
ISBN-13: 978-1482632866 ISBN-10: 1482632861

Morreale, M. J. & Borcharding, S. (2013). *The OTA's Guide to Documentation, Writing SOAP Notes*. Thorofare, NJ: Slack Incorporated ISBN: 978-1-61711-082-5

American Occupational Therapy Association. (2014). Occupational therapy practice framework: Domain and process (3rd ed.). *American Journal of Occupational Therapy*, 68(Suppl. 1) S1-S48. <http://dx.doi.org/10.5014/ajot.2014.682006>
ISBN-13: 978-1569003619 ISBN-10: 1569003610

B. Supplemental textbooks

Gillen, G. (2009). *Cognitive and Perceptual Rehabilitation*. St. Louis, MO: Elsevier, Mosby
ISBN: 978-0-323-04621-3

Morreale, M. J. (2015). *Developing Clinical Competence A Workbook for the OTA*. Thorofare, NJ: Slack Incorporated ISBN: 978-1-61711-815-9

Radomski, M. V. & Trombly – Latham, C. A. (2014). *Occupational Therapy for Physical Dysfunction (7th ed.)*. Baltimore, MD: Lippincott, Williams & Wilkins
ISBN-13: 978-1451127461 ISBN-10: 1451127464

Thomas, H. (2015). *Activity Analysis (2nd ed.)*. Thorofare, NJ: Slack Incorporated
ISBN-13: 978-1617119675 ISBN-10: 1617119679

*Please note: The course outline is intended only as a guide to course content and resources. Do not purchase textbooks based on this outline. The RVCC Bookstore is the sole resource for the most up-to-date information about textbooks.

IX. Resources

- A. Library
- B. Computer/computer lab