

5. Describe the value of personal, civic, and social responsibilities through the expected professionalism as an occupational therapy assistant, simulation lab and outside class assignments.

Course Objectives: Upon successful completion of this course the student will be able to:

- **1. B.2.2** Students will describe the meaning and dynamics of occupation, activity, including the interactions of areas of occupation, performance skills, performance patterns, activity demands, and context and client factors.
- **2. B.2.7** Students will 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.
- **3. B.2.8** Students will use sound judgment in regard to safety of self and others, and adhere to safety regulations throughout the occupational therapy process as appropriate to the setting and scope of practice.
- **4. B.2.9** 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 context (cultural, physical, social, personal, spiritual, temporal, and virtual).
- **5. B.2.10** Explain the need for use of compensatory strategies when desired life tasks cannot be performed.
- **6. B.5.2** Students will select and provide direct occupational therapy interventions and procedure to enhance safety, health and wellness, and performance in activities of daily living, instrumental activities of daily living, education, work, leisure, play, and social participation.
- **7. B.5.3** Provide therapeutic use of occupation, exercises, and activities (occupation based, practice skills, preparatory methods)
- **8. B.5.5** Provide training in self-care, self-management, home management, health management, and maintenance, and community and work integration.
- **9. B.5.6** Students will provide development, remediation, and compensation for physical, mental, cognitive, perceptual, neuromuscular, behavioral skills and sensory functions (vision, tactile, auditory, gustatory, olfactory, pain, temperature, pressure, vestibular, proprioception)
- **10. B.5.8** Implement intervention strategies to remediate and/or compensate for cognitive deficits that affect occupational performance.
- **11. B.5.9** Adapt environments and process, including the application of ergonomic principles.
- **12. B.5.10** Articulate principles of and demonstrate strategies with assistive technology and devices used to enhance occupational performance and foster participation and well-being.
- **13. B.5.11** Provide fabrication, application, fitting and training in orthotic devices used to enhance occupational performance and participation, and training in the use of prosthetic devices.
- **14. B.5.12** Provide training in techniques to enhance functional mobility, including physical transfers, wheelchair management, and mobility devices.

- **15. B.5.14** Enable feeding and eating performance and train others in precautions and techniques while considering client and contextual factors.
- **16. B.5.17** Promote the use of appropriate home and community programming to support performance in the clients natural environment and participation in all contexts relevant to the client.
- **17. B.5.23** Students will grade and adapt the environment, tools, materials, occupations, and interventions to reflect the changing needs of the client and the sociocultural context.
- **18. B.5.24** Student will be able to teach compensatory strategies, such as use of technology, adaptations to the environment that support performance, participation and well-being
- **19. B.5.28** 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.
- will have a working knowledge of a variety of media for pediatric and psychosocial clients
- select, adapt an grade appropriate activities based on client needs in both pediatric and psychosocial clients
- select and implement activities that increase a child's motor control and equilibrium reactions
- Have hands on practice working with kids and implementing intervention
- Correctly handle and position kids according to their muscle tone
- Select and adapt different intervention to improve handwriting skills
- Identify the different types and levels of ADM activities
- Have a thorough understanding of therapeutic use of the environment for both pediatric and mental health client
- Adapt a toy for a child that has a therapeutic and developmental purpose
- Have a basic understanding of various Brain Gym activities in occupational therapy
- Adapt and grade activities for oral motor and vision interventions
- Have a basic understanding of infant massage

Methodology: To be consistent with Occupational Therapy's foundations, a variety of approaches as well as media will be utilized. Hands-on, lecture, oral presentations, and completed projects will be utilized as well as examinations.

Casper College may collect samples of student work demonstrating achievement of the above outcomes. Any personally identifying information will be removed from student work.

Grading criteria:

93%- 100% = A

84%-92%= B

75%- 83% = C

Anything below a 75% is not passing

Students must have at least a 75% in each of the above areas to pass the course. Students will not pass the course until **all** assignments are turned in. Assignments are due by class time or by the end of the day. If they are not turned in there is a 5% drop in grade. If a grade of less than 75% is received, the assignment or test will need to be retaken to a satisfactory grade, but the original grade will be retained.

| WRITTEN ASSIGNMENTS | |
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| <p>Activity Analysis/Synthesis</p> <ul style="list-style-type: none"> • Student will demonstrate logical thinking, critical analysis, problem solving and creativity. • Students will describe the meaning and dynamics of occupation, activity, including the interactions of areas of occupation, performance skills, performance patterns, activity demands, and context and client factors. • Student will exhibit the ability to analyze tasks relative to areas of occupation, performance skills, performance patterns, activity demands, context(s) and client factors to implement the intervention plan. | <p>Pediatric= 20 points Mental Health= 20 points</p> |
| <p>Therapeutic and Non-Therapeutic Environment</p> <ul style="list-style-type: none"> • Students will grade and adapt the environment, tools, materials, occupations, and interventions to reflect the changing needs of the client and the sociocultural context. | <p>20 points</p> |
| <p>Symptoms/Deficits Worksheet</p> <ul style="list-style-type: none"> • Students will provide development, remediation, and compensation for physical, cognitive, perceptual, sensory neuromuscular, and behavioral skills. | <p>5 points per Worksheet</p> |
| <p>ADM presentation</p> <ul style="list-style-type: none"> • Demonstrate the ability to educate the client, caregiver, family, and significant others to facilitate skills in areas of | <p>15 points</p> |

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| <p>occupation as well as prevention, health maintenance, and safety.</p> <ul style="list-style-type: none"> • Students will be able to explain the need for and use of compensatory strategies when desired life tasks cannot be performed. • Students will understand the effects of physical and mental health, heritable diseases, and predisposing genetic conditions, disability, disease process, and traumatic injury to the individual within the cultural context of family and society on occupational performance. | |
| <p>Toy adaptation</p> <ul style="list-style-type: none"> • This assignment is in conjunction with the Young Athletes. This will be completed on a Saturday and is a mandatory requirement for passing the COTA 2210 class. Dates are TBA. • Students will be able to explain the need for and use of compensatory strategies when desired life tasks cannot be performed. • Students will grade and adapt the environment, tools, materials, occupations, and interventions to reflect the changing needs of the client and the sociocultural context. | <p>30 points</p> |
| <p>Assistive Technology Worksheet</p> <ul style="list-style-type: none"> • Student will be able to teach compensatory strategies, such as use of technology, adaptations to the environment and involvement of humans and nonhumans in the completion of task • Demonstrate strategies with assistive technology to enhance occupational performance | |

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| <p>Activity Analysis Manual</p> <p>Evidence</p> <ul style="list-style-type: none"> • Student will demonstrate logical thinking, critical analysis, problem solving and creativity. • Students will describe the meaning and dynamics of occupation, activity, including the interactions of areas of occupation, performance skills, performance patterns, activity demands, context and client factors • Students will grade and adapt the environment, tools, materials, occupations, and interventions to reflect the changing needs of the client and the sociocultural context. | <p>8x20 points= 160 points</p> <p>8x10 points=80</p> |
| TEST | |
| Test #1 | TBA |
| Test #2 | TBA |
| Test #3 | TBA |
| Test #4 | TBA |
| Final Test | TBA |
| <p>Lab Practical #1</p> <ul style="list-style-type: none"> • Provide training in wheelchair positioning • Demonstrating proper body mechanics • Demonstrate the ability to educate the client, caregiver, family, and significant others to facilitate skills in areas of occupation as well as prevention, health maintenance, and safety • Students will grade and adapt the environment, tools, materials, occupations, and interventions to reflect the changing needs of the client and the sociocultural context. • Provide therapeutic use of occupation and activities | <p>25 points</p> |
| ADDITIONAL POINTS/ASSIGNMENTS | |

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| Splint Write up <ul style="list-style-type: none"> Fabricate, application, fitting and training in orthotics to enhance occupational performance. | 20 points |
| Treatment Planning | X2 @ 50 points each |
| Professionalism | 100 points |

Required Text, Readings, and Materials:

DeLany, Janet, Margaret J. Pendzick, Working with Adolescents: A Guide for the Occupational Therapy Assistant. ISBN# 978-0-13-171917-0.

Korb-Khalsa OTR/L, Stacy Azok OTR/L , Estelle Leutenberg. Life Skills Management Skills III. ISBN: 0-9622022-6-6

Class Policies:

Last Date to Change to Audit Status or to Withdraw with a W Grade: November 12th , 2015

Class attendance: Attendance is expected. Students with less than 90% attendance in course work will be expected to meet with program faculty to address the problem. If an assignment is late, students will receive a C for that assignment upon re-do as long as the assignment demonstrates 75% competency of the total allowed points. All exams also must be passed with a minimum of 75% of the total grade. A student will not pass the course until all assignments are turned in/passed and all exams passed. The final grade will be a total of all requirements. If a student requires more than one re-take of an exam or re-do of an assignment their grade will be recorded as a 0. Students must still complete the assignment/exam at a least of 75% to prove competency and pass the course. If a student does not achieve the above outlined expectations, they will be required to meet with faculty and a plan will be developed, which may include termination from the program.

Cell Phone Policy: It is the policy of the OTA Program that all students are required to adjust their cell phones to "silent" mode prior to entering classroom. If your cell phone does not have this feature you are required to turn your cell phone off while class is in session. Under no circumstances may you answer a cell phone while class is in session. Under no circumstances should you be text messaging or using your cell phone for some form of entertainment while class is in session. Violations of the cell phone policy will be result in loss of professionalism points. If the policy is not followed after the first incident student will have loss of access to phone and double point deduction.

Professional Appearance: In all off campus activities, students will be expected to wear Occupational Therapy Assistant Program logo polo shirts and khaki/dress pants or skirts. This pertains to any and all class presentations and outings for class. Please refer to the Fieldwork Manual

Professionalism: Students developing expected professional behaviors throughout the program. Each class includes points for professionalism. This includes coming to class, prepared for discussion and interaction. Involvement in class activities, turning assignments in on time and conducting themselves with professional behaviors.

Outside Class time expectations: There will be at times class requirements to be completed on a weekend or after normal scheduled class hours. These requirements are included to enhance your experience and knowledge as an occupational therapy assistant student. Times and dates of the events changes every year. You will be notified of the specific date and time as early as possible in the year. It is required that you are at the event.

Outside of class meetings/course activities: Mandatory meetings/course activities must be given to students in writing at least two weeks ahead of time or included in the course syllabus. Students may miss one event each semester with approval from instructor/program director. Students must submit a proposal of how the missed session can be made up.

Curriculum Design:

The Casper College Occupational Therapy Assistant Program curriculum is designed based on Erik Erickson's theory of psychosocial development over the lifespan and Schkade and Schultz's Occupational Adaptation integrative frame of reference.

Writing Policy: All assignments must be checked for grammar, punctuation, typographical errors and spelling. Students who have more than an acceptable number of errors for an assigned paper will have it returned to them. They must then correct all errors and resubmit the paper within one week for a reduction of a grade by one full letter grade. Faculty may stop reading the paper when the identified numbers of errors are reached. The maximum allowable errors for papers:

Level I: 9 errors

Level II: 7 errors

Attendance Policy: Regular attendance is required in this class. If you are unable to attend, notify the instructor as soon as possible. This is a laboratory class and participation points are part of the final grade.

Student Rights and Responsibilities: Please refer to the Casper College Student Conduct and Judicial Code for information concerning your rights and responsibilities as a Casper College Student.

Chain of Command: If you have any problems with this class, you should first contact the instructor to attempt to solve the problem. If you are not satisfied with the solution offered by the instructor, you should then take the matter through the appropriate chain of command starting with the Department Head/Program Director, the Dean, and lastly the Vice President for Academic Affairs.

Academic Dishonesty - Cheating & Plagiarism: Casper College demands intellectual honesty. Proven plagiarism or any form of dishonesty associated with the academic process can result in the offender failing the course in which the offense was committed or expulsion from school. See the Casper College Student Code of Conduct.

Official Means of Communication: Casper College faculty and staff will employ the student's assigned Casper College email account as a primary method of communication. Students are responsible to check their account regularly.

ADA Accommodations Policy: If you need academic accommodations because of a disability, please inform me as soon as possible. See me privately after class, or during my office hours. To request academic accommodations, students must first consult with the college's Disability Services Counselor located in the Gateway Building, Room 344, (307) 268-2557, bheuer@caspercollege.edu. The Disability Services Counselor is responsible for reviewing documentation provided by students requesting accommodations, determining eligibility for accommodations, and helping students request and use appropriate accommodations.

Fall 2015

| DATE | TOPIC | ASSIGNMENT |
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| 8/26 | <ul style="list-style-type: none"> Intro to class, review schedule, and assignments. Review Purposeful activity within OT Discuss toy adaptation | |
| 8/27 | <ul style="list-style-type: none"> Activity reasoning Activities as challenges to facilitate dev. of functional skills Activity for task analysis and synthesis | Understanding Domain and Process of Occupational Therapy Chapter 1 Interventions for Children and Adolescents: General Principles chapter 10 |
| 9/2 | <ul style="list-style-type: none"> Go over assignment Therapeutic Environment Therapeutic Use of the Environment/Self | <p>Write up for Activity for task analysis and synthesis due</p> <p>Dress with OTA attire we will be going to the simulation lab.</p> |
| 9/3 | <ul style="list-style-type: none"> Time management for mental health clients Journaling for the mental health client | |
| 9/9 | <ul style="list-style-type: none"> Equilibrium reactions/ Transitional movements Motor Control- Motor movement kit | Chapter 7 and 17 Solomon |
| 9/10 | <ul style="list-style-type: none"> Abdominal Breathing Progressive Muscle Relaxation Visualization Functional behavior training for anger management, anxiety and self-esteem development for psychosocial population. (individual treatment) | |
| 9/16 | <ul style="list-style-type: none"> ADL-Self-dressing the for the child Test #1 | Chapter 8 (pg 110) Solomon, Chapter 18 Chapter 12, Interventions of ADL (195) |
| 9/17 | <ul style="list-style-type: none"> Present Therapeutic Environment to Class | Therapeutic Environment Assignment Due |

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| 9/23 | <ul style="list-style-type: none"> • Handling and positioning • Body Mechanics • Wheelchair placement/Community Mobility | <p><i>Dress with OTA attire we will be going to the simulation lab</i></p> <p>Chapter 17- Solomon Chapter 13, Interventions for IADL (247)</p> |
| 9/24 | <ul style="list-style-type: none"> • Self- management and Goal writing for the psychosocial population (individual treatment) • ADM | |
| 9/30 | <ul style="list-style-type: none"> • Handwriting and scissor skills development and interventions • <i>ECLC-you will perform equilibrium reactions, transitional movements on infants-adolescent, tone assessment</i> | <p>Chapter 21 Solomon Chapter 14, Interventions for education (265)</p> <p>OTA Attire going to Casper College ECLC</p> |
| 10/1 | <ul style="list-style-type: none"> • ADM | |
| 10/7 | <ul style="list-style-type: none"> • Brain Gyms • Test #2 | |
| 10/8 | <ul style="list-style-type: none"> • ADM presentation | |
| 10/14 | <ul style="list-style-type: none"> • ECLC- handwriting activities, and watching occupations, productivity with child. • Infant massage | <p><i>OTA going to the Casper College ECLC</i></p> |
| 10/15 | <ul style="list-style-type: none"> • Substance abuse interventions-Coping Strategies • Vision Interventions | <p>Solomon page 220, 418-466 Chapter 14 Interventions for Education (vision 273)</p> |
| 10/21 | <ul style="list-style-type: none"> • Education for psychosocial • Work for Psychiatric | |
| 10/21 | <ul style="list-style-type: none"> • Leisure and community mobility for mental health clients • Test #3 | |
| 10/28 | <ul style="list-style-type: none"> • Oral Motor-interventions, Z-vibe, Oral Motor Massage, Feeding, Meal Preparation | <p>Solomon page 109,380 Chapter 12 Interventions for ADL (feeding 225) (meal Prep 255)</p> |

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| 10/29 | <ul style="list-style-type: none"> • WATR Training (all students together at 10 am) | |
| 11/4 | LEVEL I FIELDWORK ROTATION | |
| 11/5 | LEVEL I FIELDWORK ROTATION | |
| 11/11 | <ul style="list-style-type: none"> • Intervention training for communication and social skill development for the psychosocial population. (individual treatment) Expressive Therapies/Emotional regulation | |
| 11/12 | <ul style="list-style-type: none"> • ADL's psychiatric • Sleep in mental health | |
| 11/18 | <ul style="list-style-type: none"> • Memory Notebook • Test #4 | |
| 11/19 | <ul style="list-style-type: none"> • Assistive Technology | Solomon 534 |
| 11/25 | Thanksgiving no class | |
| 11/26 | Thanksgiving no class | |
| 12/2 | LEVEL I FIELDWORK ROTATION | |
| 12/3 | LEVEL I FIELDWORK ROTATION | |
| 12/9 | <ul style="list-style-type: none"> • Splints and orthotics | Solomon 558 Splint Write up due |
| 12/10 | REVIEW | |
| 12/14 | FINALS | |

Assignment explanation list;

#1: Activity Analysis / Synthesis: Following my presentation you will be required to grade and synthesis, the activity you have chosen. You will grade the activity harder and easier. The synthesis of this activity will need to be in detail as to relevance of performance skills, which will be assigned to you. There will be one pediatric patient and one psychiatric patient.

#2: Therapeutic use of Environment: For this project you will be in groups of two's. I will give you a specific case study and together you will fabricate a therapeutic and a non-therapeutic environment for this person. You need to be creative for this project. Please see examples. You will present your project on this date. Poster board, diorama, Video, map layout,

#3. ADM Presentation: After completing your ADM project you will present it to the class. You will follow the handout for the grading criteria.

#4: Toy adaptation and analysis: For this assignment you will be teamed up with classmates to lead a group of children from within the community with special needs and non-special needs, to participate in a community wide event called "Young Athletes". This will be done on a Saturday.

#5: Splint and orthotic write up

6: Lab Practical- These are planned for 12:00. You have to successfully pass these practical to pass the class.

#7: Treatment planning – Utilize the template to complete plan different treatment plans. These will be integrated throughout the semester.

#8: Activity analysis/Evidence- You will choose an activity of your interest or determined in class and analysis the activity, synthesis the activity to a specific patient, and provide evidence as to how this activity will or will not benefit your patient.

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| Activities of Daily Living- 1 pediatrics | |
| IADL- 1 mental health | |
| Social communication- 1 mental health, 1 pediatrics | |
| Education- 1 mental health | |
| Leisure-1 mental health | |
| Work- 1 mental health | |
| Sleep- 1 pediatrics | |
| Play- 1 pediatrics | |

