GROSSMONT COLLEGE

COURSE OUTLINE OF RECORD

Curriculum Committee Approval: 05/18/2021

 GCCCD Governing Board Approval: 06/15/2021

OCCUPATIONAL THERAPY ASSISTANT 220 – ADVANCED OCCUPATIONAL THERAPY SKILLS FOR PHYSICAL DYSFUNCTION

 1. Course Number Course Title Semester Units

 OTA 220 Advanced Occupational Therapy Skills For 3

 Physical Dysfunction

 Semester Hours

 1 hour lecture: 16-18 hours 32-36 outside-of- class hours 6 hours lab: 96-108 hours

 144-162 total hours

 2. Course Prerequisites

 A “C” grade or higher in OTA 200.

 Corequisite

 OTA 210 and OTA 221 and OTA 230.

 Recommended Preparation

 None

 3. Catalog Description

 This course focuses on treatment techniques and adaptations to assist individuals with physical dysfunction in various settings and the role of the occupational therapy assistant. The course builds on the theory, foundation and skills learned in OTA 200 with laboratory activities that allow students to apply screening, assessment, analysis, intervention, implementation, documentation, discharge planning and outcome activities.

4. Course Objectives

1. Demonstrate and applyknowledge of the occupational therapy scope of practice, common frames of references, life span development, evaluation, screening, treatment techniques, documentation, discharge planning, regulations and equipment in the area of physical dysfunction.
2. Demonstrate understanding of the role of the OTA in collaboration with the patient, OT and other healthcare professionals in the various adult and geriatric settings.
3. Examine, understand and gather data to support the use of occupation, and importance of performance skills, performance patterns, context, activity demands and client factors as they pertain to the adult and geriatric clients with physical dysfunction
4. Discuss the ethical components of quality of life issues, promotion of health and prevention of disease and disability with the adult and geriatric population and apply to case-based scenarios
5. Select, adapt, and sequence relevant occupation based activity, preparatory methods, and purposeful activity, group and individual treatments, and therapeutic use of self that support the intervention goals and plan as written by the occupational therapist
6. Administer selected standardized/non-standardized tests related to the physical dysfunction settings
7. Analyze, adapt, modify and terminate treatment approaches to reflect the changing needs of the client
8. Use safety precautions with the client during assessment and intervention procedures including knowledge of contraindications and use of infection control standards and educate client/family on safety issues
9. Identify tasks associated with each phase of the community based program development process and develop a timeline to reflect these tasks.
10. Comply with the various reimbursement mechanisms, due process and appeals systems that affect the practice of occupational therapy in adult/geriatrics.

5. Instructional Facilities

 a. OTA Lab

 b. Standard classroom with OTA equipment

 c. OTA mock apartment

6. Special Materials Required of Student

 OTA Supply Kit per current OTA Student Handbook.

 7. Course Content

 a. Biological, psychosocial and environmental conditions that lead to dysfunction in occupational
 roles of the adults/elderly.

 b. Adaptation and adjustment to limitations in occupational performance.

 c. Role of the occupational therapy assistant in screening, assessment, treatment and discharge planning.

 d. Prevention, rehabilitation, community, and maintenance programs.

 e. Physiological and psychological effects of aging and issues relating to death and dying and
 quality of life.

 f. Treatment approaches including reality orientation and remotivation.

 g. Therapeutic activities used with adult/elderly clients.

 h. Issues related to reimbursement.

8. Method of Instruction

1. Lecture.
2. Small group discussion.
3. Audio-visual presentation and demonstration.
4. Guest speakers.

 9. Methods of Evaluating Student Performance

 a. Class participation: Lead simulation skills session in small group.

 b. Written assignments: goal setting, treatment plans, case study, and documentation notes.

 c. Oral presentations: Oral justification for OT skills selection.

 d. Quizzes, midterm and final examinations.

 e. Portfolio: Treatment technique portfolio.

 f. Demonstration of skills competencies in laboratory: Skills checkoff list.

10. Outside Class Assignments

 a. Reading assignments.

 b. Written assignments: Example: goal setting, treatment plans, case study, and documentation
 notes.

 c. Skills practice.

 d. Problem solving exercises: Pre-treatment planning document for simulation.

11. Representative Texts

 a. Representative Text(s):

* + 1. Pendleton H. & Shultz-Krohn W, (Eds.) (2018) *Pedretti’s Occupational Therapy Practice for Physical Dysfunction 8th Edition.* St. Louis, MO: Mosby Company.
		2. American Occupational Therapy Association. (2020). Occupational therapy practice framework: Domain and process (4rd ed.).  *AOTA Press.*
		3. Professionalism Across OT Practice (2017), SLACK Inc.
		4. Vicino, Christine. (2021) OTA Student Handbook.

 b. Supplementary texts and workbooks:

 None

Addendum: Student Learning Outcome.

Upon completion of this course, our students will be able to do the following:

Students will demonstrate proficiency in applying occupational therapy concepts, processes, and interventions to adult and geriatric populations with physical disabilities.