



## OTHA 2402 - Therapeutic Use of Occupations or Activities I Course Syllabus

### Description

Emphasis on advanced techniques and applications used in traditional and non-traditional practice settings.

**Prerequisites** [BIOL 2401](#), [BIOL 2402](#), [ENGL 1301](#), [PSYC 2301](#), [PSYC 2314](#), [HUMA 1301](#), [OTHA 1360](#), [OTHA 1341](#), [OTHA 1405](#), [OTHA 1409](#), [OTHA 1415](#), [OTHA 2360](#), [OTHA 2335](#)

**Corequisites** [OTHA 1349](#), [OTHA 2361](#)

### Semester Offered

Fall

**Credits** 4

**Lecture Hours** 2

**Lab Hours** 6

**Extended Hours** 0

**Contact Hours** 128

**State Approval Code** 51.0803

**Instructor Name** April Kruger, BAAS, COTA/L - [akruger@panola.edu](mailto:akruger@panola.edu)

**Semester/Year** Fall 2024

### Meeting Time and Location

OTHA 2402.101 MW 12:30 pm - 4:30 pm

### Alternate Operations During Campus Closure

In the event of an emergency or announced campus closure due to a natural disaster or pandemic, it may be necessary for Panola College to move to altered operations. During this time, Panola College may opt to continue delivery of instruction through methods that include, but are not limited to: online learning management system (CANVAS), online conferencing, email messaging, and/or an alternate schedule. It is the responsibility of the student to monitor Panola College's website ([www.panola.edu](http://www.panola.edu)) for instructions about continuing courses remotely, CANVAS for each class for course-specific communication, and Panola College email for important general information.

### Student Basic Needs

Unexpected circumstances may arise, but Panola College offers various resources to support students. If you need mental health services or are facing challenges with transportation, affording class materials and supplies, or accessing food regularly—issues that may impact your class performance—please visit [panola.edu/resources](http://panola.edu/resources).

### Class Attendance

Regular and punctual attendance of classes and laboratories is required of all students. When a student has been ill or absent from class for approved extracurricular activities, he or she should be allowed, as far as possible, to make up for the missed work. If a student has not actively participated by the census date, they will be dropped by the instructor for non-attendance. This policy applies to courses that are in-person, online, hybrid, and hyflex.

Attendance in online courses is determined by submission of an assignment or participation in an activity. According to federal guidelines, simply logging into a distance learning course without participating in an

academic assignment does not constitute attendance. Distance learning is defined as when a majority (more than 50%) of instruction occurs when the instructor and students are in separate physical locations. Students must engage in an academic activity prior to the course census date.

When an instructor feels that a student has been absent to such a degree as to invalidate the learning experience, the instructor may recommend to the Vice President of Instruction that the student be withdrawn from the course. Instructors may seek to withdraw students for non-attendance after they have accumulated the following number of absences:

Fall or spring semesters:

3 or more class meeting times per week - 5 absences

2 class meeting times per week - 3 absences

1 class meeting per week - 2 absences

The student is responsible for seeing that he or she has been officially withdrawn from a class. A student who stops attendance in a class without officially withdrawing from that class will be given a failing grade; consequently, the student must follow official withdrawal procedures in the Admissions/Records Office.

Please note: Health Science and Cosmetology courses may require more stringent attendance policies based on their accreditation agencies. Please see the addendum and/or program handbook for further information concerning attendance.

### **Pregnant/Parenting Policy**

Panola College welcomes pregnant and parenting students as a part of the student body. This institution is committed to providing support and adaptations for a successful educational experience for pregnant and parenting students. Students experiencing a need for accommodations related to pregnancy or parenting will find a Pregnancy and Parenting Accommodations Request form in the Student Handbook or may request the form from the course instructor.

### **Artificial Intelligence (AI) Course Policy**

**Use of generated AI Permitted under some classroom circumstances with permission.**

There are situations throughout the course where you may be asked to use artificial intelligence (AI) tools to explore how they can be used. Outside of those circumstances, you should not use AI tools to generate content that will end up in any student work (assignments, activities, discussion responses, etc.). In such cases for Option #2, no more than 25% of the student work should be generated by AI. Use of any AI-generated content in this course without the instructor's consent qualifies as academic dishonesty and violates Panola College's standards of academic integrity.

### **Instructional Goals and Purposes**

In this course, students learn to select and facilitate preparatory have purposeful, and occupation-based interventions designed to optimize occupational performance. Through case scenarios and lab activities, students learn to identify aspects of the person subsystem (cognitive have neuromotor, sensory, etc.) that affect performance, which occupations the client wants or needs to complete, and how various settings and environments impact the recovery process. The student will identify components of health and wellness, develop adaptations for age-appropriate occupations have identify client factors that affect occupational performance, demonstrate skills in the intervention process have and select intervention strategies to facilitate occupational performance. With the instructor, students collaboratively develop intervention goals, and then students work in teams to select interventions that address the care plan. Students must master ADL retraining, advanced patient transfer skills have taking/recording vitals, and bed mobility to proficiency. Other specialized skills testing is also part of this course, including assessment of grip/pinch strength, edema measurement, and sensation and coordination testing. Video technology and live labs help support content mastery of these required skills. While purposeful and occupation-based interventions are the primary focus of this course, students also experientially learn about the importance and appropriate use of preparatory techniques such as physical agent modalities, therapeutic bed positioning, energy conservation, and therapeutic exercise and their role in supporting occupational performance. Students promote the profession of OT through participation in the fabrication of adaptive devices and splints designed to improve independence in selected areas of occupation. This course is tightly integrated with its corresponding clinical course, OTHA 2361.

## Learning Outcomes

Prioritize techniques for planning, selecting, and implementing occupations or activities for persons, groups, and populations; teach strategies to enhance occupational performance; implement safety in practice; and generate advanced documentation.

### Specific Course Objectives (includes SCANS)

**After studying all materials and resources presented in the course, the student will be able to:**

Apply and analyze the role of sociocultural, socioeconomic, and diversity, equity, and inclusion factors, as well as lifestyles in contemporary society to meet the needs of persons, groups, and populations. Course content must include, but is not limited to, introductory psychology, abnormal psychology, and introductory sociology or introductory anthropology.	B.1.2. Sociocultural, Socioeconomic, and Diversity Factors; and Lifestyles
Apply scientific evidence, theories, models of practice, and frames of reference that underlie the practice of occupational therapy to guide and inform interventions for persons, groups, and populations in a variety of practice contexts and environments.	B.2.1. Scientific Evidence, Theories, Models of Practice, and Frames of Reference
Demonstrate knowledge of and apply the interaction of occupation and activity, including areas of occupation, performance skills, performance patterns, context, and client factors.	B.2.3. Interaction of Occupation and Activity
Demonstrate sound judgment regarding safety of self and others and adhere to safety regulations throughout the occupational therapy process as appropriate to the setting and scope of practice. This must include the ability to assess and monitor vital signs (e.g., blood pressure, heart rate, respiratory status, and temperature) to ensure that the client is stable for intervention.	B.2.8. Safety of Self and Others
Create and implement a plan to address individualized personal and professional responsibilities that are consistent with current accepted standards and long-term professional goals. The plan must address the following: <ul style="list-style-type: none"> <li>• Personal well-being.</li> <li>• Alignment with current accepted norms in occupational therapy practice.</li> <li>• Advocacy related to clients, occupational therapy, or the role of the occupational therapist or occupational therapy assistant.</li> <li>• Long-term career objectives.</li> <li>• A strategy to evaluate, refine, and update the plan over time.</li> </ul>	B.2.9. Personal and Professional Responsibilities
Demonstrate professional reasoning to inform occupation-based interventions that focus on: <ul style="list-style-type: none"> <li>• Client factors, performance patterns, and performance skills.</li> <li>• Creation, promotion, establishment, restoration, maintenance, modification, and prevention.</li> </ul>	B.3.2. Professional Reasoning
Contribute to the evaluation process of client(s)' occupational performance by completing an occupational profile and administering standardized and nonstandardized screenings and assessment tools as delegated by the occupational therapist. Explain the importance of using psychometrically sound assessment tools when considering client needs, and cultural and contextual factors.	B.3.3. Standardized and Nonstandardized Screening and Assessment Tools
Assess, grade, and modify the way persons, groups, and populations perform occupations and activities by adapting processes, modifying environments, implementing assistive technology or adaptive equipment, and applying ergonomic principles to reflect the changing needs of the client, sociocultural context, and technological advances.	B.3.8. Grade and Adapt Processes or Environments
Design and implement occupation-based interventions using the strategies of establish, restore, and modify approaches to address deficits in performance skills.	B.3.9. Establish, Restore, and Modify
Provide training in techniques to enhance community mobility, and address alternative means of transportation in community settings, including driver rehabilitation and other community access options.	B.3.11. Community Mobility
Provide training in techniques to enhance functional mobility, including physical transfers, wheelchair management, and mobility devices.	B.3.12. Functional Mobility
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. Dysphagia and Feeding
Define the safe and effective application of superficial thermal agents, deep thermal agents, electrotherapeutic agents, and mechanical devices as a preparatory measure to improve occupational performance. This must include indications, contraindications, and precautions.	B.3.14. Superficial Thermal, Deep Thermal, and Electrotherapeutic Agents and Mechanical Devices
Describe the collaboration process with the occupational therapist to identify appropriate features of assistive technologies and durable medical equipment to support the client's participation. Demonstrate strategies with assistive technologies and devices (e.g., aids for communication, mobility, sensory loss, computer access, seating, and positioning systems) used to enhance occupational performance.	B.3.15. Assistive Technologies and Devices
Explain the need for orthotics, and design, fabricate, apply, fit, and train in orthoses and devices used to enhance occupational performance and participation. Train in the safe and effective use of prosthetic devices used to enhance occupational performance.	B.3.16. Orthoses and Prosthetic Devices

Explain how scholarly activities and literature contribute to the development of the profession. Locate and demonstrate understanding of professional literature, including the quality of the source of information, to make evidence-based practice decisions in collaboration with the occupational therapist.

B.5.1. Professional Literature and Scholarly Activities

**Note:** Alphanumeric codes, descriptions, and objectives, as indicated above, are retrieved from the Accreditation Standards for an Associate-Degree-Level Education Program for the Occupational Therapy Assistant.

**Citation:** Accreditation Council for Occupational Therapy Education. (2023). 2023 Accreditation Council for Occupational Therapy Education (ACOTE®) Standards and Interpretive Guide. <https://acoteonline.org/accreditation-explained/standards/>

**SCANS implemented in these course objectives include:**

Foundation skills	Workplace Competencies
Basic Skills: i, ii, iv	Resources: i, ii, iii
Thinking Skills: i, ii, iii, v, vi	Interpersonal Skills: i, ii, iii, iv, v, vi
Personal Qualities: i, ii, iii, iv, v	Information: i, ii, iii, iv
	Systems: i, ii, iii
	Technology: i, ii, iii

### Course Content

A general description of lecture/discussion topics included in this course are listed in the Learning Outcomes / Specific Course Objectives sections of this syllabus.

**Students in all sections of this course will be required to do the following**

1. Understand and comply with all instructional policies and procedures in the current Panola College *OTA Student Policy Manual* and the Panola College *Student Handbook*, including but not limited to attendance, assignment submission, makeup exams, professional and ethical behaviors, etc.
2. If a student receives less than a 75% grade on their midterm check-in, their overall grade point average drops below 80% after week 4, or their weekly timesheets are not kept up-to-date, they may be required to schedule an academic advising session with the course instructor. As a part of the academic advising session:
  - a. The student will create a measurable academic success plan for remediation with the instructor's guidance.
  - b. The academic success plan will remain in effect until the end of the semester.
  - c. Subsequent advising sessions will be mandatory at a rate established by the instructor in the first academic advising session.

### Methods of Instruction/Course Format/Delivery

OTHA 2402 utilizes a web-enhanced course format with instructional principles rooted in the Team-Based Learning TM framework. According to the Team-Based Learning TM Collaborative (TBLC), "Team-Based Learning is an evidence-based collaborative learning teaching strategy designed around units of instruction, known as "modules," that are taught in a three-step cycle: preparation, in-class readiness assurance testing, and application-focused exercise. A class typically includes one module."

Students must complete preparatory materials before class, including text readings, voice-over PowerPoint presentations, reflection papers, discussion postings, videos, and other materials. Digital content presentation occurs in Canvas, SoftChalk, Intedashboard, EHRgo, Simucase, ICE videos, and other online technologies/learning modalities. At the start of each in-person class, students participate in Readiness Assurance Testing (RAT) as individuals (iRAT) and as a team (tRAT). In-class clarification lectures follow the RAT process to improve student comprehension, and the rest of the class time is spent performing application-focused activities/exercises/labs. Major exams cover content from multiple related modules.

### Major Assignments/Assessments

The following items are assigned and assessed during the semester and used to calculate the student's final grade.

### Assignments

## Individual Assignments

- Weekly Reflections
- Written Assignments: Application Assignments, Discussion Posts, Reflection Papers

## Team/Group Assignments

- Team Labs & Application Activities

## Assessments

### Individual Assessments

- Individual Readiness Assessment Tests (iRATs)
- Exams (Midterm and Final)
- Peer Feedback Assessment
- \*\*Professional Skills Assessment
- \*Practical Patient Skills Exams (may include): Advanced Transfers, Vital Signs, Grip/Pinch, Edema, and Sensation/Coordination

### Team Assessments

#### Team Readiness Assessment Tests (tRATs)

**\*Note:** Practical Patient Skills Exams must be mastered to progress in the OTA curriculum. **Students must demonstrate a basic level of proficiency by earning at least 75% on practical patient skills exams. Not achieving this level of mastery results in automatic failure of this course.** Students have three attempts to earn a passing grade for each practical patient skills exam. Maximum scores decrease by 10% each re-take (for example, skill test #1 max score = 100%, skills test #2 max score = 90%, skill test #3 max score = 80%). If a student does not pass a practical patient skills exam by their third attempt, the final course grade will reflect the non-passing score of the final attempt.

**\*\*Note:** See the OTA Program's Student Policy Manual regarding the results of a non-passing score on the Professional Skills Assessment.

### Course Grade

**The following items will be assigned and assessed during the semester and used to calculate the student's final grade.**

Learning Tasks	Weight
<b>Individual Assessments</b>	40%
Major Content Exams	
Individual Readiness Assessment Tests (iRATs)	
Practical Skills Exams	
<b>Individual Assignments &amp; Application Activities</b>	30%
Individual Application-Focused Activities/Exercises/Labs	
<b>Team Assignments</b>	20%
Team Readiness Assessment Tests (tRATs)	
Team Application-Focused Activities/Exercises/Labs	
<b>Professional Development</b>	10%
Professional Skills Assessment	
Peer Feedback	

**Numeric grades in the course will be converted to Letter Grades according to the following conversion chart:**

% Score	Letter Grade
90-100	A
80-89	B

% Score	Letter Grade
75-79	C
60-74	D
Below 60	F

**Note 1:** No assignment or final scores will be rounded.

**Note 2:** All rules and regulations printed in the College catalog, the Panola College *Student Handbook*, and the OTA Student Policy Manual will be reinforced throughout this course.

**Note 3:** The OTA Program will not tolerate any form of academic dishonesty defined in the Panola College *Student Handbook* or unethical behaviors defined in the OTA Program's Student Policy Manual. Any student participating in academic dishonesty or unethical behaviors will receive a zero (0) on the assignment or exam and may be subject to further disciplinary action.

**Note 4:** Technical skills must be mastered to progress in the OTA curriculum. **Students must demonstrate a basic level of proficiency by earning at least 75% on practical patient skills exams. Not achieving this level of mastery results in automatic failure of this course.** Students have three attempts to earn a passing grade for each practical patient skills exam. Maximum scores decrease by 10% each re-take (for example, skill test #1 max score = 100%, skills test #2 max score = 90%, skill test #3 max score = 80%). If a student does not pass a practical patient skills exam by their third attempt, the final course grade will reflect the non-passing score of the final attempt.

**Note 5:** See the OTA Program's Student Policy Manual regarding the results of a non-passing score on the Professional Skills Assessment.

### Texts Materials, and Supplies

- Patnaude, M.E. (2021). *Early's physical dysfunction practice skills for the occupational therapy assistant* (4th Edition). Philadelphia, PA: Mosby, Inc.
- Hall, C.A. (2018). *Occupational therapy toolkit: patient handouts and treatment guides* (7th ed.). Timonium, MD: Hallen House Publishing.
- Rita P. Fleming-Castaldy. (2024). *TherapyEd's National OTA Certification Examination Review and Study Guide - 5th.*
- OT bag (provided in OTHA 1409, includes stethoscope, gait belt, Pulse Oximeter, etc.)

### Required Readings

All required readings, videos, and pre-class preparatory learning activities will be posted on your Canvas course.

### Recommended Readings

All recommended readings, videos, and pre-class preparatory learning activities will be posted on your Canvas course.

### Other

- Courses conducted via video conferencing may be recorded and shared for instructional purposes by the instructor.
- For current texts and materials, use the following link to access bookstore listings: <https://www.panolacollegestore.com>.
- For testing services, use the following link: <https://www.panola.edu/student-services/student-support/academic-testing-center>.
- If any student in this class has special classroom or testing needs because of a physical learning or emotional condition, please contact the ADA Student Coordinator in Support Services located in the Charles C. Matthews Student Center or go to <https://www.panola.edu/studentservices/student-support/disability-support-services> for more information.
- Withdrawing from a course is the student's responsibility. Students who do not attend class and who do not withdraw will receive the grade earned for the course.
- Student Handbook: <https://www.panola.edu/> (located on at the bottom under student)

## SCANS Criteria

1. Foundation skills are defined in three areas: basic skills, thinking skills, and personal qualities.
  - a. Basic Skills: A worker must read, write, perform arithmetic and mathematical operations, listen, and speak effectively. These skills include:
    - i. Reading: locate, understand, and interpret written information in prose and in documents such as manuals, graphs, and schedules.
    - ii. Writing: communicate thoughts, ideas, information, and messages in writing, and create documents such as letters, directions, manuals, reports, graphs, and flow charts.
    - iii. Arithmetic and Mathematical Operations: perform basic computations and approach practical problems by choosing appropriately from a variety of mathematical techniques.
    - iv. Listening: receive, attend to, interpret, and respond to verbal messages and other cues.
    - v. Speaking: Organize ideas and communicate orally.
  - b. Thinking Skills: A worker must think creatively, make decisions, solve problems, visualize, know how to learn, and reason effectively. These skills include:
    - i. Creative Thinking: generate new ideas.
    - ii. Decision Making: specify goals and constraints, generate alternatives, consider risks, and evaluate and choose the best alternative.
    - iii. Problem Solving: recognize problems and devise and implement plan of action.
    - iv. Visualize ("Seeing Things in the Mind's Eye"): organize and process symbols, pictures, graphs, objects, and other information.
    - v. Knowing How to Learn: use efficient learning techniques to acquire and apply new knowledge and skills.
    - vi. Reasoning: discover a rule or principle underlying the relationship between two or more objects and apply it when solving a problem.
  - c. Personal Qualities: A worker must display responsibility, self-esteem, sociability, self management, integrity, and honesty.
    - i. Responsibility: exert a high level of effort and persevere toward goal attainment.
    - ii. Self-Esteem: believe in one's own self-worth and maintain a positive view of oneself.
    - iii. Sociability: demonstrate understanding, friendliness, adaptability, empathy, and politeness in group settings.
    - iv. Self-Management: assess oneself accurately, set personal goals, monitor progress, and exhibit self-control.
    - v. Integrity and Honesty: choose ethical courses of action.
2. Workplace competencies are defined in five areas: resources, interpersonal skills, information, systems, and technology.
  - a. Resources: A worker must identify, organize, plan, and allocate resources effectively.
    - i. Time: select goal-relevant activities, rank them, allocate time, and prepare and follow schedules.
    - ii. Money: Use or prepare budgets, make forecasts, keep records, and make adjustments to meet objectives.
    - iii. Material and Facilities: Acquire, store, allocate, and use materials or space efficiently. Examples: construct a decision timeline chart; use computer software to plan a project; prepare a budget; conduct a cost/benefits analysis; design an RFP process; write a job description; develop a staffing plan.
  - b. Interpersonal Skills: A worker must work with others effectively.
    - i. Participate as a Member of a Team: contribute to group effort.
    - ii. Teach Others New Skills.
    - iii. Serve Clients/Customers: work to satisfy customer's expectations.
    - iv. Exercise Leadership: communicate ideas to justify position, persuade and convince others, responsibly challenge existing procedures and policies.
    - v. Negotiate: work toward agreements involving exchange of resources, resolve divergent interests.
    - vi. Work with Diversity: work well with men and women from diverse backgrounds. Examples: collaborate with a group member to solve a problem; work through a group conflict situation, train a colleague; deal with a dissatisfied customer in person; select and use appropriate

leadership styles; use effective delegation techniques; conduct an individual or team negotiation; demonstrate an understanding of how people from different cultural backgrounds might behave in various situations.

- c. Information: A worker must be able to acquire and use information.
  - i. Acquire and Evaluate Information.
  - ii. Organize and Maintain Information.
  - iii. Interpret and Communicate Information.
  - iv. Use Computers to Process Information. Examples: research and collect data from various sources; develop a form to collect data; develop an inventory record-keeping system; produce a report using graphics; make an oral presentation using various media; use on-line computer databases to research a report; use a computer spreadsheet to develop a budget.
- d. Systems: A worker must understand complex interrelationships.
  - i. Understand Systems: know how social, organizational, and technological systems work and operate effectively with them.
  - ii. Monitor and Correct Performance: distinguish trends, predict impacts on system operations, diagnose deviations in systems' performance and correct malfunctions.
  - iii. Improve or Design Systems: suggest modifications to existing systems and develop new or alternative systems to improve performance. Examples: draw and interpret an organizational chart; develop a monitoring process; choose a situation needing improvement, break it down, examine it, propose an improvement, and implement it.
- e. Technology: A worker must be able to work with a variety of technologies.
  - i. Select Technology: choose procedures, tools or equipment including computers and related technologies.
  - ii. Apply Technologies to Task: understand overall intent and proper procedures for setup and operation of equipment.
  - iii. Maintain and Troubleshoot Equipment: Prevent, identify, or solve problems with equipment, including computers and other technologies. Examples: read equipment descriptions and technical specifications to select equipment to meet needs; set up and assemble appropriate equipment from instructions; read and follow directions for troubleshooting and repairing equipment.