### Course Description

**Physical Function to promote occupational performance.** Includes Frames of Reference, assessment / evaluation tools and techniques, patient / client education and intervention strategies.

### Credit Hours

Credit: 3 semester hours; (2 lecture and 3 hours lab, weekly)

### Pre-Requisite

OTHA 1301, 1305 and 1309

### Instructor

Beverly Solomon, OTR

### Office Location

Coleman College for Health Sciences

1900 Pressler

Houston, Texas 77030

# 385

### Phone Number

713-718-7393

713-718-7391 (Secretary’s Office)

beverly.solomon@hccs.edu

### E-mail

beverly.solomon@hccs.edu

### Required Texts

- Physical Dysfunction Practice Skills for the Occupational Therapy Assistant
  By Early, Mary Beth (Mosby)

- Stroke Help: Treatment Strategies in the Acute Care of Stroke Survivors
  By Davis, J., OTR
  International Clinical Educators, Inc.

  By Zoltran, B.

- Occupational Therapy with Elders: Strategies for the COTA
  By Byers-Connon, S.

### Additionally (AOTA Standard A.2.24)

The following Interactive Tutorials (*CD-ROM, DVD*) are required, however, are provided by the HCCS/OTHA Program. The Interactive Tutorials are located in the OTHA lab (Rm # 445) on computers and any other scheduled times (prior to class or open lab periods).

- Interactive Wound Care: CD-ROM for Health Professionals (2003)
  LaRaus, S., PT, CWS
  Slack, Inc.

  Epler, M., PhD, PT, ATC
  Slack, Inc.

- Goniometry: An Interactive Tutorial (1999)
<table>
<thead>
<tr>
<th>References</th>
<th></th>
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<tbody>
<tr>
<td><strong>Slack, Inc.</strong></td>
<td><strong>Bruckner, J., PhD, PT</strong></td>
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<tr>
<td><strong>Slack, Inc.</strong></td>
<td><strong>Joint Mobilization: Techniques for Managing Restricted ROM (2002)</strong></td>
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<tr>
<td><strong>Slack, Inc.</strong></td>
<td><strong>Harreolson, G., EdD, ATC, DCH</strong></td>
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<tr>
<td><strong>Slack, Inc.</strong></td>
<td><strong>Upper Extremity Injury Evaluation: An Interactive Approach (1999)</strong></td>
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<tr>
<td><strong>Slack, Inc.</strong></td>
<td><strong>Wiksten, D., PhD, ATC</strong></td>
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<tr>
<td><strong>Slack, Inc.</strong></td>
<td><strong>Lower Extremity Injury Evaluation: An Interactive Approach (1999)</strong></td>
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<td><strong>Slack, Inc.</strong></td>
<td><strong>Wiksten, D., PhD, ATC</strong></td>
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<tr>
<td><strong>Smith &amp; Nephew</strong></td>
<td><strong>(DVD Included)</strong></td>
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<tr>
<td><strong>Smith &amp; Nephew</strong></td>
<td><strong>Hislop, H., PhD, ScD, FAPTA</strong></td>
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<tr>
<td><strong>Smith &amp; Nephew</strong></td>
<td><strong>Montgomery, J., MA, PT</strong></td>
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<tr>
<td><strong>Smith &amp; Nephew</strong></td>
<td><strong>(8th ed.) Elsevier</strong></td>
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<tr>
<td><strong>Muscle and Sensory Testing (DVD Included)</strong></td>
<td><strong>Reese, N. (2005)</strong></td>
</tr>
<tr>
<td><strong>(3rd ed.) Elsevier</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Ryan’s Occupational Therapy Assistant: Principles, Practice Issues and</strong></td>
<td><strong>Pedretti’s Occupational Therapy: Practice Skills for Physical Dysfunction</strong></td>
</tr>
<tr>
<td><strong>Techniques</strong></td>
<td><strong>Edited by Pendleton, H., PhD., OTR/L, FAOTA and Scholtz-Krohn, W.</strong></td>
</tr>
<tr>
<td><strong>By Sladyk, K., PhD., OTR, FAOTA and Ryan, S., (2005)</strong></td>
<td><strong>PhD., OTR/L, BCP, SWC, FAOTA (2006)</strong></td>
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<tr>
<td><strong>(4th ed.) Slack, Inc.</strong></td>
<td><strong>(7th ed.) Elsevier, Inc.</strong></td>
</tr>
<tr>
<td><strong>Pedretti’s Occupational Therapy: Practice Skills for Physical Dysfunction</strong></td>
<td><strong>Physical Agents in Rehabilitation: From Research to Practice</strong></td>
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<tr>
<td><strong>Edited by Pendleton, H., PhD., OTR/L, FAOTA and Scholtz-Krohn, W.</strong></td>
<td><strong>By Cameron, M., PT, OCS (1999) (2nd ed.)</strong></td>
</tr>
<tr>
<td><strong>PhD., OTR/L, BCP, SWC, FAOTA (2006)</strong></td>
<td><strong>Integrating Physical Agents in Rehabilitation</strong></td>
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<tr>
<td><strong>Physical Agents in Rehabilitation: From Research to Practice</strong></td>
<td><strong>(2nd ed.) Pearson Education, Inc.</strong></td>
</tr>
<tr>
<td><strong>By Cameron, M., PT, OCS (1999) (2nd ed.)</strong></td>
<td><strong>Introduction to Splinting: A Clinical Reasoning and Problem-Solving Approach</strong></td>
</tr>
<tr>
<td><strong>By Hecox, B., Mehreteab, T., Weisberg, J., Sanko, J., (2006)</strong></td>
<td><strong>By Copbard, B., ABD, OTR/L and Lohman, H., MA, OTR/L (3rd ed.)</strong></td>
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<tr>
<td><strong>(2nd ed.) Pearson Education, Inc.</strong></td>
<td><strong>Mosby, Inc.</strong></td>
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<td>Class Days / Times</td>
<td>Tuesday / Thursday</td>
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<tr>
<td>Course Calendar</td>
<td>(See attached)</td>
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<tr>
<td>Grade Evaluation</td>
<td>Grading for 2331 will be as follows:</td>
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<td>EXAMS: .................. 25%</td>
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<td>Unit Exams (written)</td>
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<td>Quizzes scheduled &amp; unscheduled</td>
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<td>Oral Presentation –</td>
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<td>Demonstration of specified treatment techniques &amp; assessments.</td>
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<td>Computerized post tutorial testing.</td>
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</table>
### Special Projects / OT Samples:
- Research (Journal Reports, Etc.)
- Evidence Based Practice – Journal Reports (3 samples)
- Assessment Forms

### Class Participation
- Lab assignments – written, practical,
- Computerized tutorials, self-instructional videos / DVD’s, lab practice of skills, out of class assignments – film summaries, independent study, field trips, clinical observations, research, structured study groups, etc.
- Class discussion of objectives / lecture.

### Final Exam:

**Total:**

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**Note:** OTHA 2331 is a second semester theory course. As stated in Handbook, passing grade in this course is 75% and above. Numerical grade of 74 or below = letter grade of F.

<table>
<thead>
<tr>
<th>Relationship to Curriculum Design</th>
<th>This 2nd semester course continues to build on the physical function / dysfunction perspective. Professional principles and treatment techniques covered through the application of O.T.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADA Statement</td>
<td>Any student with a documented disability (e.g., physical, learning, psychiatric, vision, hearing, etc.) who needs to arrange reasonable accommodations must contact the Disability Services Office at the respective college at the beginning of the semester. Faculty are authorized to provide only the accommodations requested by the Disability Support Services Office. If you have any questions, please contact the Disability Counselor at your college.</td>
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<tr>
<td>EGLS3</td>
<td>At Houston Community College, professors believe that thoughtful student feedback is necessary to improve teaching and learning. During a designated time, you will be asked to answer a short on-line survey of research-based questions related to instruction. The anonymous results of the survey will be made available to your professors and division chairs for continual improvement of instruction. Look for the EGLS3 as part of the Houston Community College Student System on-line near the end of the term.</td>
</tr>
<tr>
<td>Required Examinations</td>
<td>This course will consist of major unit examinations (3-5), quizzes (scheduled / unscheduled), demonstration of specified treatment techniques and assessments, computerized post tutorial testing, and take home exams.</td>
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</tbody>
</table>

**Grade Scale:**

A = 93-100
| Classroom Policies | 1. Respectful posture during lecture and lab hours toward self, peers, Instructor’s and Instructor’s assistants.  
2. Appropriate dress for classroom setting, field trips, professional dress and all other special events.  
3. Safety procedures and precautions followed while using tools, supplies and equipment.  
4. Assignments are due the first 15 minutes of class. No late assignments will be accepted. Students will receive a ZERO grade for all late work.  
5. Follow all posted building, classroom, bathroom signs.  
6. Withdrawal following the fourth (4th) absence from class. |
| Student Responsibilities | Students are expected to attend all classes, labs and field trips. Each student is responsible for all information presented and assigned in order to successfully complete this course.  
Students are responsible to have required texts for this class and all other materials / supplies required for study / completion of assignments.  
Students are responsible for all materials, (written, video, demonstration, etc.,) presented, assigned, studied and disseminated during class, lab, fieldwork and out of class activities.  
A grade of ZERO (0) will be given for lab exercises, tutorials, guest lecturers, pop quizzes and field trips on the missed dates NO MATTER what the reason.  
No late assignments will be allowed in this 2nd semester. All late work (15 minutes after class starts) will receive a grade of zero (0) NO MATTER what the reason.  
No make-up quizzes for skills check-off, or oral presentations will be allowed. A grade of zero (0) will be given.  
Missed major unit exams (written) may be made up at the discretion / agreement of the instructor. If a major exam is missed for any reason, it is the student’s responsibility to contact the course instructor within 48 hours of the date of the missed exam to make arrangements for taking the exam.  
All missed exams will require that the student has followed policy and called in on the day missed or the make-up will not be considered and the student will receive a grade of zero (0).  
It is the student’s responsibility to follow chain of command in communicating if there are any questions or concerns. Students are solely responsible to keep copies of all master forms and have available for use upon request / need. |
| Special Instructions | Students also have sole responsibility for supplies, materials needed for equipment construction, video taping outside of class, transportation. Students are solely responsible for arriving to class with individual text books, reference materials and supplies / materials required for this course. Students will be required to complete individual assignments during class participation, lab activities, out of class assignments, research projects as specified when assigned by instructor. Students are required to submit individual copy of group assigned work as to receive any credit. NO EXCEPTIONS. |
| Extra Credit | NOT AVAILABLE. Students are expected to keep up with the requirement of the course to include assignments, projects, presentations, tasks, field trips, work shops, community service, monitors, etc. |
| SCANS SKILLS | Mastery of this course will require that students: |
| (F1) Reading | Read all required assignments from course text and handouts. |
| (F2) Writing | Write lecture notes and complete workbook assignments. |
| (F3) Speaking | Complete a minimum of four (4) oral presentations. Each student will participate in class discussions of homework assignments. |
| Decision Making & Problem Solving | Participate in specified group tasks. Student will decide on two (2) field trip locations and determine how to get to the locations. Students will assess ADL’s and identify the nature and severity of a patient’s involvement. |
| (F12) Reasoning | Complete a minimum of three (3) activity analysis. Select an appropriate task to meet a therapeutic objective. Identify specific causes of a performance problem (deficit). |
| (F17) Integrity & Honesty | Adhere to the OTHA Program policies and guidelines for attendance and test taking. Read and discuss the O.T. Code of Ethics. |
| (C6) Organizer… Information | Organize a course binder of academics information and a binder of Clinical 2011 resources. The binders are to be maintained the entire semester. |
| (C7) Interpret & Communicate Information | Summarize information through writing case studies, followed by an oral presentation of the main content areas. |
| (C12) Exercise Leadership | Function in the role of lead therapist. |
| (C16) Monitor / Correct System Performance | Identify and select appropriate treatment intervention for physical dysfunctions. Also, identify the need to modify treatment goals and intervention as appropriate. |
## Course Objectives

1. Demonstrate basic computer skills.
2. Demonstrate professional communication skills and behaviors.
3. Demonstrate an understanding of the OT process:
   - gather, analyze and share data for screening and evaluation
   - administer selected assessments, appropriate in various populations
   - display safe and safety precaution usage during screening
   - understand infection control procedures and precautions
   - support OT intervention goals and treatment plans through selection, adaptation and sequencing relevant to activities and occupations.
   - modify intervention approaches as the client’s needs change.
   - monitor the effects of the selected treatment intervention.
   - demonstrate the ability to reassess treatment interventions for continued application and/or modification.
   - identify outcomes that have been achieved through intervention
   - recognize the need for and recommend termination of OT services
   - demonstrate the ability to facilitate discharge planning.
4. Develop and apply the use of home or community programming.
5. Demonstrate timely recording keeping skills.
6. Document OT services, accurately and ethically.
7. Use various approaches resolving personal / organizational ethical conflicts
8. Use professional literature in making intervention decisions in collaboration with other OT practitioners.
9. Demonstrate the ability to locate and apply informational resources.
10. Exhibit professional behavior and practices using OT code of ethics, standards of practice and attitude and core values as guidelines.
11. Participate in program evaluation process.
12. Demonstrating personal /professional abilities / competencies in the performance of job responsibilities.

## Course Outline

I. Course Introduction / Overview

II. Occupational Therapy and Physical Disabilities: Scope, Theory, and Approaches to Practice
   A. OT Practice Framework
      1. Main Concepts (Review)
   B. Application of OTPF to Practice of Physical Disabilities
   C. Model of Human Occupation
      1. Subsystems of Human Occupation
      2. General Principles of OT Intervention
   D. Practice Approaches
      1. Biomechanical Approach
      2. Sensori-motor and Motor Learning Approach
      3. Rehabilitation Approach
E. The TX. Continuum in Physical Disabilities Practice
   1. Review
   2. Application

III. Occupational Therapy Process

IV. Documentation of Occupational Therapy Services (Rehab)
   A. HIPPA (Legal Aspects of Documentation)
   B. Purpose of Documentation for OT Services
   C. OT Record
   D. SOAP Notes
   E. Computerized Documentation System
   F. Overview of the Reporting Process

V. Assessment of Motor Control and Functional Motion

VI. Evaluation and Observation of Deficits in:
   A. Sensation
   B. Perception
   C. Cognition

VII. Interventions for Performance Skills and Client Factors
   A. Hand Splinting
   B. Sensori-motor approaches to TX.
   C. Interventions for Deficits: Vision and other Sensory Functions
   D. TX. of Disturbances in Perception & Cognition

VIII. Clinical Application of:
   A. Conditions / Disabilities
      1. Traumatic Brain Injury
      2. Motor Unit Dysfunction
      3. Acute Hand Injuries
      4. Degenerative Diseases of the CNS
      5. Acute Care Strategies for Stroke
   B. Clinical Intervention for Various Physical Disabilities

IX. Physical Agents Modalities
   A. Thermal Agents
   B. Electrotherapy
   C. Mechanical Agents

X. Assistive Technology

XI. Service Management
   A. Ethics
   B. Professionalism
   C. Quality Assurance

XII. Other:
   A. Assessments / Lab Practice
   B. Elder Care Special Topics

NOTE
This student course syllabus and / or course calendar is subject to CHANGE as the course Instructor deems necessary to fulfill the course objectives.