



North Central State College  
MASTER SYLLABUS  
2020-2021

- A. Academic Division: Health Sciences
- B. Discipline: Occupational Therapy Assistant
- C. Course Number and Title: OTAP2040 Process II: Adult Physical Dysfunction
- D. Course Coordinator: John Stewart, MBA, BA, COTA/L  
Assistant Dean: Melinda Roepke, MSN, RN

Instructor Information:

- Name: Click here to enter text.
- Office Location: Click here to enter text.
- Office Hours: Click here to enter text.
- Phone Number: Click here to enter text.
- E-Mail Address: Click here to enter text.

- E. Credit Hours: 3  
Lecture: 2 hours  
Laboratory: 3 hours
- F. Prerequisites: BIOL2752, OTAP1030  
Co-requisite: OTAP1041m
- G. Syllabus Effective Date: Fall, 2020
- H. Textbook(s) Title:

*Physical Dysfunction Practice skills for the Occupational Therapy Assistant*

- Edited by: Mary Beth Early
- Copyright Year: 2006
- Edition: 2nd
- ISBN#: 978-0-323-03188-9

*Quick Reference to Occupational Therapy (Purchased in OTAP-1030)*

- Author: Kathlyn Reed
- Copyright Year: 2014
- Edition: 3rd
- ISBN#: 9781416405450

*The OTA's Guide to Documentation: Writing SOAP Notes (Purchased in OTAP-1030)*

- Authors: Sherry Borcharding & Marie J. Morreale
- Copyright Year: 2017
- Edition: 4<sup>th</sup>
- ISBN#: 9781630912963

*Quick Reference Dictionary for Occupational Therapy (Purchased in OTAP-1015)*

- Author: Karen Jacobs and Laela Simon
- Edition: 6<sup>th</sup>
- Copyright Year: 2014
- ISBN#: 9781617116469

I. Workbook(s) and/or Lab Manual: None

J. Course Description: A review of human development from adolescence to adulthood in relation to occupational performance will be provided. The impact of traumatic injury and illnesses on occupational performance will be explored. Issues that may impact occupational performance and thus require adaptation will be discussed. Topics will include theory, evidence based practice, frames of reference, the occupational therapy process and the roles of OTA and OT in practice settings for this population will be discussed. Relationship to Curriculum Design: This course addresses the Occupational Performance, Client-Centered Practice, Health, Wellness and Quality of Life, Clinical Reasoning, and Professional and Ethical Behavior threads of the curriculum design.

K. College-Wide Learning Outcomes:

College-Wide Learning Outcome	Assessments - - How it is met & When it is met
Communication: Written	
Communication: Speech	
Intercultural Knowledge and Competence	
Critical Thinking	
Information Literacy	
Quantitative Literacy	

ACOTE Standards (2018), Accreditation Council for Occupational Therapy Education

<https://www.aota.org/-/media/Corporate/Files/EducationCareers/Accredit/StandardsReview/guide/2018-Standards-and-Interpretive-Guide.ashx>

L. Course Outcomes and Assessment Methods:

Upon successful completion of this course, the student shall:

Outcomes	Assessments – How it is met & When it is met
1. Analyze the role an Occupational Therapy professional has within the care of individuals from adolescence to adulthood and with individuals with traumatic injuries or illness and will be able to: <ol style="list-style-type: none"> <li>a. Examine the role of an OT practitioner within family, medical and educational systems</li> <li>b. Examine ethical, legal and reimbursement issues specific to this area of practice</li> </ol> ACOTE Standards: B.2.1, B.5.1., B.5.2., B.5.4	Unit tests first 3 <sup>rd</sup> of the term.

Outcomes	Assessments – How it is met & When it is met
<p>2. Analyze foundational knowledge about the human body and human development to an understanding of adult development and traumatic injuries and illnesses and will be able to:</p> <ul style="list-style-type: none"> <li>a. Identify key milestones in the normal developmental process from birth to adolescence</li> <li>b. Identify key occupations of this age group</li> <li>c. Identify major disorders and conditions of childhood and the impact of these on occupational performance</li> <li>d. Develop and or adapt age appropriate and culturally sensitive therapeutic activities.</li> </ul> <p>ACOTE Standards: B.1.1., B.1.2., B.1.3.,</p>	<p>Unit tests, throughout the term; written assignments.</p>
<p>3. Examine the basic premise and application of frames of reference, models of practice and treatment theories that are related to the treatment of adolescents to adults and will be able to:</p> <ul style="list-style-type: none"> <li>a. Identify relevant learning theories in practice.</li> <li>b. Identify relevant treatment theories such as occupational science, occupational performance, neuro-developmental, proprioceptive neuromuscular facilitation and biomechanical theories and their application in treatment</li> <li>c. Develop therapeutically appropriate activities that incorporate adult frames of reference.</li> </ul> <p>ACOTE Standards: B.2.1., B.3.6.,</p>	<p>Unit tests throughout the term, and final; lab skill checklist (weeks 2-8).</p>
<p>4. Examine assessments utilized within current OT practice and will be able to:</p> <ul style="list-style-type: none"> <li>a. Identify OTA specific assessment tools utilized in the provision of care for this population</li> <li>b. Take part in the completion of an occupational profile or history and standardized assessments specific to this population such as an ADL/IADL assessment.</li> </ul> <p>ACOTE Standards: B.1.4., B.4.24., B.4.26., B.4.29., B.4.4., B.4.5.</p>	<p>Unit tests during the first 3<sup>rd</sup> of the term, and final; lab skill checklists week 2-8</p>

Outcomes	Assessments – How it is met & When it is met
<p>5. Examine the OTA’s role in the treatment process of this population and will be able to:</p> <ol style="list-style-type: none"> <li>a. Develop a treatment plan/goals that are client centered</li> <li>b. Assess the effectiveness of treatment activities and adapt or modify the activity</li> <li>c. Develop intervention strategies to enhance performance of ADL’s and IADL’s</li> <li>d. Examine the impact of positioning in the performance of occupations</li> <li>e. Analyze the impact of traumatic injury or illness in relation to an individual’s sexuality, work, leisure and social functions in the performance of occupations.</li> <li>f. Analyze the role of and the type of splinting used within the therapeutic care of this population and take part in the fabrication of splints</li> <li>g. Analyze the impact of sensory or visual dysfunction in relation to occupational performance and develop intervention strategies to address occupational performance issues .</li> <li>h. Analyze the impact of perceptual and or cognitive dysfunction in relation to occupational performance and develop intervention strategies to address occupational performance issues.</li> <li>i. Simulate the process of intervention that facilitates occupational performance and participation under the supervision of and in cooperation with the occupational therapist that is culturally relevant, reflective of current OT practice, and based on available evidence: Demonstrate skills of collaboration with occupational therapists and other professionals on therapeutic interventions.</li> </ol> <p>ACOTE Standards: B.3.6., B.3.7., B.2.1. , B.4.0., B.4.1., B.4.21., B.4.9., B.4.18., B.4.11., B.4.12., B.4.13., B.4.14., B.4.16.,B.4.17., B.4.27., B.4.21., B.4.26., B.4.3., B.3.4., B.4.2., B.4.28., B.4.22., B.4.6, B.4.28.,</p>	<p>Unit tests throughout, and final; lab skill checklists (week 4-12); written assignments (weeks 8, 14).</p> <p>Lab skills checks and Treatment competency testing – (weeks 14-16).</p>

M. Topical Timeline (Subject to Change):

**Lecture:**

1. Safety review
  - a. Infection control
  - b. Vitals review
2. Foundation of physical disability practice
3. Framework and process
4. Assessment
5. Intervention principles
6. Occupational performance
7. Applications in Practice
  - a. Traumatic brain injury
  - b. Degenerative diseases of the CNS
  - c. Spinal cord injuries
  - d. Hand injuries
  - e. Burns

- f. Amputations and prosthetics
- 8. Intervention issues
  - a. Culture
  - b. Generational impact
  - c. Psychosocial aspects of disability

**Lab:**

- 1. Introduction
  - a. Professional behavior: OT/OTA interactions/feedback
  - b. Safety
- 2. Assessments:
  - a. ROM
  - b. MMT
  - c. Coordination
  - d. Perception
  - e. Cognition
- 3. Occupational performance and physical disabilities
- 4. Applications
  - a. Splinting
  - b. Vision/perception
  - c. Cognition
  - d. Transfers
  - e. Positioning
  - f. Modalities

N. Course Assignments:

Lab skill performance checks  
 Written assignments  
 Unit tests and final  
 Competency testing

O. Recommended Grading Scale:

<b>NUMERIC</b>	<b>GRADE</b>	<b>POINTS</b>	<b>DEFINITION</b>
93-100	A	4.00	Superior
90-92	A-	3.67	Superior
87-89	B+	3.33	Above Average
83-86	B	3.00	Above Average
80-82	B-	2.67	Above Average
77-79	C+	2.33	Average
73-76	C	2.00	Average
70-72	C-	1.67	Below Average
67-69	D+	1.33	Below Average
63-66	D	1.00	Below Average
60-62	D-	0.67	Poor
00-59	F	0.00	Failure

P. Grading and Testing Guidelines:

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Q. Examination Policy:

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R. Class Attendance and Homework Make-Up Policy:

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S. Classroom Expectations:

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T. College Procedures/Policies:

**Important information regarding College Procedures and Policies can be found on the [syllabus supplement](#) located at <https://sharept.ncstatecollege.edu/committees/1/curriculum/SiteAssets/SitePages/Home/SYLLABUS%20SUPPLEMENT.pdf>**

**The information can also be found**  Choose an item.