



North Central State College  
MASTER SYLLABUS  
2020-2021

- A. Academic Division: Health Sciences
- B. Discipline: Occupational Therapy Assistant
- C. Course Number and Title: OTAP2050 Process III: Community and Aging
- 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: 4  
Lecture: 3 hours  
Laboratory: 3 hours
- F. Prerequisites: OTAP2040, OTAP2041  
Co-requisite: OTAP2051m, OTAP2056m
- G. Syllabus Effective Date: Fall, 2020
- H. Textbook(s) Title:

*Occupational Therapy with Elders: Strategies for the COTA*

- Edited by: Byers-Connon, Lohman, and Padilla
- Copyright Year: 2018
- Edition: 4th
- ISBN: 9780323498463

*Physical Dysfunction Practice Skills for the Occupational Therapy Assistant (Purchased in OTAP-2040)*

- Edited by: Mary Beth Early
- Copyright Year: 2006
- Edition: 2nd
- ISBN: 9780323031889

*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 adulthood to geriatrics in relation to occupational performance will be provided. The impact of aging on occupational performance with an emphasis on aging in society 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 adulthood to geriatrics and will be able to: <ul style="list-style-type: none"> <li>a. Examine the current trends impacting the aging process &amp; how they impact current OT practice.</li> <li>b. Examine ethical, legal and reimbursement issues specific to this area of practice</li> </ul> ACOTE Standards: B.2.1., B.5.1., B.5.2., B.5.4   | Midterm test.                                |
| 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: <ul style="list-style-type: none"> <li>a. Analyze the aging process, and normal and abnormal changes with the aging process.</li> <li>b. Identify key occupations of this age group</li> <li>c. Identify major disorders and conditions of the elder population and the impact of these on occupational performance</li> <li>d. Develop and or adapt age appropriate and culturally sensitive therapeutic activities.</li> </ul> ACOTE Standards: B.1.1., B.1.2., B.1.3 | Midterm test.                                |

| Outcomes  | Assessments – How it is met & When it is met  |
|---|---|
| <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 elders and those at the community level and will be able to:</p> <ul style="list-style-type: none"> <li>a. Examine health promotion and disease prevention and how these impact OT practice and the elderly.</li> <li>b. Identify relevant treatment theories</li> <li>c. Develop therapeutically appropriate activities that incorporate appropriate frames of reference.</li> </ul> <p>ACOTE Standards: B.2.1., B.3.6</p>  | <p>Midterm test.</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>Midterm test and lab skill checklists (week 3-6)</p>   |
| <p>5. Examine the OTA's role in the treatment process of this population and will be able to:</p> <ul style="list-style-type: none"> <li>a. Examine the OT process and the role of the OTA within this part of the lifespan.</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. Examine the impact of aging on functional mobility and the role of OT in addressing these issues</li> <li>f. Analyze the role of and the type of splinting used within the therapeutic care of this population and participate 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 related to these issues.</li> <li>h. Analyze the impact of psychological, perceptual and or cognitive dysfunction in relation to occupational performance and develop intervention strategies to address occupational performance issues related to these 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> </ul> <p>ACOTE Standards: B.2.1., B.3.6., B.3.7. , B.4.0., B.4.1., B.4.10., B.4.11., B.4.12., B.4.13., B.4.14., B.4.16., B.4.17., B.4.20., B.4.21., B.4.22., B.4.26., B.4.27., B.4.28., B.4.3., B.4.6., B.4.9</p> | <p>Midterm and final tests; lab skill checklists (weeks 3-12).</p> <p>Lab skills checks and Treatment competency testing – (weeks 14-16).</p> |

M. Topical Timeline (Subject to Change):

**Lecture:**

1. Concepts and trends in aging
2. Framework and process
3. OT process review
4. Assessments
5. Diagnosis in Practice
  - a. CVA
  - b. Degenerative diseases
  - c. Psychological disorders
  - d. Orthopedic conditions
  - e. Cardiovascular & pulmonary disorders
  - f. Oncology
6. Establishing and Modifying Goals
7. Intervention topics:
  - a. Sexuality and aging
  - b. Aging in place
  - c. Functional mobility issues
  - d. Sensory deficits
  - e. Incontinence
  - f. Dysphagia
8. Barriers to treatment

**Lab:**

1. Documentation
2. Safety
  - a. Vitals
  - b. Clinic safety check
3. Assessments
  - a. KELS
  - b. Community IADLS
  - c. ROM/MMT
4. Community
  - a. Health and wellness
5. Aging
  - a. Aging experience
  - b. Aging in place
6. Special Topics
  - a. Joint protection
  - b. Energy conservation
  - c. Abnormal tone
  - d. Positioning/wheelchair seating
  - e. Transfers
  - f. Restraint reduction
  - g. Fall prevention
  - h. Dysphagia
  - i. Continence
  - j. Low vision
  - k. Driving
  - l. Splinting

N. Course Assignments:

1. Lab skill performance checks

2. Written assignments
3. Treatment competency
4. Midterm and final tests

O. Recommended Grading Scale:

| NUMERIC | GRADE | POINTS | DEFINITION    |
|---------|-------|--------|---------------|
| 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](https://sharept.ncstatecollege.edu/committees/1/curriculum/SiteAssets/SitePages/Home/SYLLABUS%20SUPPLEMENT.pdf) located at <https://sharept.ncstatecollege.edu/committees/1/curriculum/SiteAssets/SitePages/Home/SYLLABUS%20SUPPLEMENT.pdf>**

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