

**SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY**

**SAULT STE. MARIE, ONTARIO**



Sault College

**COURSE OUTLINE**

**COURSE TITLE:** Disabling Conditions II (Adults and Older Adults)  
**CODE NO. :** RSP106 **SEMESTER:** 2  
**PROGRAM:** OTA/PTA  
**AUTHOR:** Multi-Discipline Team  
**INSTRUCTOR:** Rhonda Masters  
**DATE:** Jan/01 **PREVIOUS OUTLINE DATED:** Jan/00  
**APPROVED:**  

	_____ <b>DEAN</b>	_____ <b>DATE</b>
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**TOTAL CREDITS:** 3  
**PREREQUISITE(S):** RSP100, RSP102, RSP103  
**CONCURRENT:** RSP107, RSP108  
**HOURS/WEEK:** 3

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**I. COURSE DESCRIPTION:**

This course will outline physical and psychosocial disabling conditions in the adult and geriatric populations which are treated by occupational therapists and physiotherapists. Conditions reviewed will include both regenerative and degenerative illnesses. Basics of intervention will be discussed according to broad diagnostic categories. Part of the course will focus on psychiatric conditions, their course and intervention, either as a primary or secondary diagnosis. Students will be introduced to these conditions through lectures, observation and/or audio-visual exposure.

**II. LEARNING OUTCOMES:**

Upon successful completion of this course, the student will:

1. list common subjective complaints, general physical findings and descriptions of limitations and behaviours of adults and geriatric disabling conditions.
2. list common responses of the client with psychiatric conditions, eg. depression.
3. anticipate how individuals may react to dysfunction, whether it is physical or a cognitive and/or perceptual deficit, a temporary impairment, a disability or a handicap.
4. integrate the knowledge of the disabling condition with the pathology, how the individual reacts and responds with the impact on the client's normal function and his environment.
5. appreciate the general/specific goals of the professional O.T./P.T. as they relate to the disabling condition.
6. recognize the specific role of the assistant in carrying out the routine treatment established by the O.T./P.T. in each selected disabling condition.
7. identify strategies for working with clients with disabling conditions.

**III. TOPICS:**

1. Ages and stages of development for adults and older adults.
2. Physical and psychosocial conditions, disabilities and/or resulting deficit commonly treated by O.T.'s/P.T.'s.
3. Associated medical terminology.
4. Common diagnostic medical tests/treatments for selected disabling conditions.

**III. TOPICS (Continued)**

5. Effects of disabling conditions on adults and older adults, their families and communities.
6. Rehabilitation assistants role in the care/treatment plan of adults and older adults with disabling conditions.
7. Standard tests, tools, equipment, forms and records.
8. Common settings for therapy for adults and older adults.

**IV. LEARNING ACTIVITIES:**

**A: Ages and Stages of Adult Development**

1. Review norms for adult stages of development from early adulthood through older adult years.
2. Discuss accepted variations of stages of development.
3. Review the myths of aging and discuss ageism as it relates to rehabilitation.
4. Anticipate how individuals may react to dysfunction.
  - whether it is a physical, cognitive and/or perceptual deficit
  - a temporary impairment
  - a disability
  - a handicap

**B: Physical and Psychosocial Conditions**

5. Describe the following common conditions in adults and older adults which produce deficits or disabilities (both regenerative and degenerative).
  - a) list etiology, course and required intervention
  - b) define associated medical terminology
  - c) identify common symptoms and responses of clients - general physical findings and limitations
  - d) list common diagnostic medical tests
  - e) identify common medical treatments (where necessary)
  - f) explain O.T. and/or P.T. goals for therapy
  - g) describe how the rehabilitation support personnel could assist in the therapist's plan for client care in a variety of settings.

#### **IV. LEARNING ACTIVITIES (Continued)**

Note: Skills and strategies for working with these client conditions are only listed and referred to in this theory based course. Application of these skills and strategies is in RSP107, RSP108, RSP109 and RSP110.

Note: Case Studies are intended to integrate all objectives, especially #4, 5 and 9.

i) Neurological Conditions

- - MS
- - CVA
- - Parkinson's
- - Spinal Cord Injury
- - Head Injury
- - Neuropathies, Guillian Barre, peripheral, brachial plexus lesion
- - ALS
- - Cognitive Disorders
  - Alzheimer's
  - Dementia
  - Delirium
- - Huntingtons
- - Korsakoff's syndrome

ii) Muscular-Skeletal Conditions

- - Pain
- - Osteoporosis
  - Fractures
    - hip, Colles, ankle, pelvis
- - Arthritis
  - Osteoarthritis
  - Rheumatoid
  - Fibromyalgia, Lupus, Spondylolisthesis
- - Amputations
- - Injury
  - Acute, subacute, chronic
  - Sprains
  - Strains
    - tendonitis
    - bursitis
  - Back injury, neck injury
  - Degenerative Disc Disease

IV. LEARNING ACTIVITIES (Continued)

- Shoulder injury
- - Post Polio Syndrome
- - Surgical Procedures
  - total hip
  - knee
  - hand

iii) Other Client Conditions that Frequently Present:  
Cardiac Conditions

- - Myocardial Infarction
  - arrhythmias
- Blood Pressure Problems
  - hypertension
  - hypotension
- Vascular Disease
- Pacemakers

Pulmonary Conditions

- Pneumonia
- - COPD
- - Asthma
- - Pulmonary Emboli
- - Post Surgical Procedures
- - Emphysema
  - Bronchitis

Infection Conditions

- - Aids - Immunologic Disorders
  - Hepatitis, MRSA

Endocrine/Metabolic Conditions

- - Diabetes

Skin

- Pressure Sores
- Decubitus Ulcers
- Burns

Oncology

- Mastectomy

**IV. LEARNING ACTIVITIES (Continued)**

- iv) Common Psychosocial Emotional Conditions
- Anxiety
  - - Depression
  - - Bipolar disorder
  - Social Isolation
  - Grief, loss
  - - Substance abuse
  - Institutionalization
  - P.T.S.D
  - - Schizophrenia

Please list other conditions you may wish to learn independently.

**C: Standard Forms, Equipment**

6. Identify standard tests, tools, forms, records used in a variety of settings.
- i.e. - mini mental status exam
  - i.e. - demographic intake forms
  - i.e. - history and assessment forms
  - i.e. - agency records, progress notes
  - i.e. - exercise equipment
  - i.e. - modality equipment/supplies
7. Establish generally accepted norms for rehabilitation assistants:
- to prepare clients for tests, exercises
  - to set up equipment and supplies
  - to record client progress and report to O.T./P.T.
  - to assist with delegated functions by O.T./P.T.
8. Explain the legal and ethical ramifications associated with delegated functions for therapists and assistants.

**IV. LEARNING ACTIVITIES (Continued)****D: Therapy Settings**

9. Discuss a variety of settings where adult clients present for therapy:
  - home
  - retirement homes
  - long term care facilities
  - hospitals
    - inpatient
    - outpatient
  - private clinics
  - rehabilitation centers
  - day-away programs
  - seniors drop-in centers
  - CCAC approved programs
10. Examine how each condition impacts on the client's normal functions and his/her environment.

**V. REQUIRED RESOURCES/TEXTS/MATERIALS:**

see Semester 2 booklist

**Additional Resource Materials:**

Available in the College Library. See teacher resources - booklets in class.

**VI. EVALUATION PROCESS/GRADING SYSTEM:**

A combination of tests and assignments will be used to evaluate student achievement of the course objectives. A description of the evaluation methods will be provided and discussed by the teacher within the first two weeks of class.

All tests/exams are the property of Sault College.

**VI. EVALUATION PROCESS/GRADING SYSTEM:**

*The following semester grades will be assigned to students in postsecondary courses:*

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 - 100%	4.00
A	80 - 89%	3.75
B	70 - 79%	3.00
C	60 - 69%	2.00
R (Repeat)	59% or below	0.00
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field placement or non-graded subject areas.	
U	Unsatisfactory achievement in field placement or non-graded subject areas.	
X	A temporary grade. This is used in limited situations with extenuating circumstances giving a student additional time to complete the requirements for a course (see <i>Policies &amp; Procedures Manual – Deferred Grades and Make-up</i> ).	
NR	Grade not reported to Registrar's office. This is used to facilitate transcript preparation when, for extenuating circumstances, it has not been possible for the faculty member to report grades.	

**VII. SPECIAL NOTES:**Special Needs:

If you are a student with special needs (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your instructor and/or the Special Needs office. Visit Room E1204 or call Extension 493, 717, or 491 so that support services can be arranged for you.

Retention of course outlines:

It is the responsibility of the student to retain all course outlines for possible future use in acquiring advanced standing at other postsecondary institutions.



**VII. SPECIAL NOTES:**

Plagiarism:

Students should refer to the definition of “academic dishonesty” in *Student Rights and Responsibilities*. Students who engage in “academic dishonesty” will receive an automatic failure for that submission and/or such other penalty, up to and including expulsion from the course/program, as may be decided by the professor/dean. In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced, and to credit the author of the material, it is the policy of the department to employ a documentation format for referencing source material.

Course outline amendments:

The Professor reserves the right to change the information contained in this course outline depending on the needs of the learner and the availability of resources.

Substitute course information is available in the Registrar's office.

**Viii. PRIOR LEARNING ASSESSMENT:**

Students who wish to apply for advanced credit in the course should consult the professor. Credit for prior learning will be given upon successful completion of a challenge exam or portfolio.

**IX. DIRECT CREDIT TRANSFERS:**

Students who wish to apply for direct credit transfer (advanced standing) should obtain a direct credit transfer form from the Dean's secretary. Students will be required to provide a transcript and course outline related to the course in question.