



**I. COURSE DESCRIPTION:**

Module I of this course will introduce students to the range and therapeutic use of activities within the field of occupational therapy. Students will learn how to assist clients in performing these activities.

Module II of the course will introduce and familiarize students to the principles, purpose and practice of activities of daily living.

Occupational Therapists commonly focus on activities of daily living to teach, facilitate and encourage independent functioning of the disabled client. The student will learn what activities of daily living encompass, the breakdown of them, the importance and relevance of them and various ways to teach them.

This course will be taught through demonstrations, skills practice, role-playing and problem-solving.

Students will have an opportunity to apply the theory and skills during lab time and where placements with the Occupational Therapist are arranged.

**II. LEARNING OUTCOMES:**

Upon successful completion of this course the student will:

1. Demonstrate responsibility in maintaining the knowledge, skills and attitudes required from Semester I courses, specifically:
  - a) maintains medical asepsis
  - b) maintains clients right to be treated with respect and dignity
  - c) demonstrates ability to keep all client information confidential
  - d) demonstrates safe handling skills with clients and self: body mechanics, ergonomics
  - e) Maintains CPR, First Aid and WHMIS
2. Implement a range of therapeutic activities and devices correctly and safely for individuals and groups which meet identified goals and treatment needs under the supervision of the Occupational Therapist.

**II. LEARNING OUTCOMES (Continued)**

3. Identify activities of daily living and instrumental activities of daily living and demonstrate use of adaptive aids used for ADL.
4. Describe and demonstrate basic energy conservation principles & apply them to ADL and IADL.
5. Demonstrate competence in the basic maintenance of equipment and aids.
6. Verbalize a basic knowledge and comprehension of the clients' treatment program as determined by the Occupational Therapist being able to explain how to do the activity safely, precautions, limitations, contraindications and rationale for activity selection and planning.
7. Identify client responses that would indicate contraindications to complete an activity with a client and report these accurately to the supervising Occupational Therapist.
8. Make accurate observations of client responses and report orally and in writing to the Occupational Therapist.
9. Health Training Skills
10. Community Observation Experiences as they arise in the district.

**III. TOPICS:**

1. Review of required Semester 1 knowledge/skills/attitudes
2. Working with individuals and use of group process
3. Therapeutic activities used in Occupational Therapy
4. Therapeutic devices used in Occupational Therapy
5. Motivation and functional ability
6. Activities of daily living and instrumental activities of daily living
7. Adaptive aids used for ADL, maintenance, and care of equipment
8. Energy conservation principles
9. Role of Occupational Therapy in vocational rehabilitation
10. Observation and reporting skills
11. Observation experiences as available

**IV. LEARNING ACTIVITIES:**

**A: Review of Semester I**

1. Review course material required as prerequisites:  
RSP1000 - Biology  
RSP1010 - The Health Care System  
RSP1020 - Normal Functional Movement  
RSP1030 - Orientation to Rehabilitation  
RSP1130 - Lab/Practicum
2. Demonstrate responsibility in maintaining the knowledge, skills/attitudes required as Rehabilitation Assistant:
  - a) maintain medical asepsis, universal precautions
  - b) maintain respect and dignity of each client
  - c) demonstrate ability to keep all client information confidential
  - d) demonstrate safe handling skills (uses good body mechanics, safe transfer, positioning, ergonomics, etc.)

**B: Module I - Therapeutic Activities and Devices in Occupational Therapy**

3. Identify, explain and demonstrate the function and application of therapeutic activities in individual or group settings.
4. Describe group process and identify common occupational therapy groups.
5. Identify and explain functional and motivational deficits both as the basis of treatment and as factors which may interfere with therapeutic activities.
6. Identify the principles of activity selection and planning.
7. Write an activity analysis relating to its use as a therapeutic modality.
8. Recognize the appropriate functional sequence of specific activities and physical limitations which may cause deviations from a pattern.
9. Identify therapeutic devices which may be used in occupational therapy, and demonstrate competence in the care and maintenance of equipment and aids.
- 10a. Plan and implement at least 3 activities with a number of patient/client groups meeting the therapist's identified individual goals and treatment.
- 10b. Demonstrate effective health teaching strategies when doing activities with individuals and groups

#### IV. LEARNING ACTIVITIES (Continued)

##### C: Module II - Activities of Daily Living/Life Skills

- Feeding, Dressing, Hygiene, Toileting, Play and Leisure,
  - Bathing, Rest and Calming Activities,
  - Carrying and Instrumental ADL,
  - Cooking, Laundry, School Activities,
  - Cleaning, Shopping, Driving,
  - Banking, Modified Work Spaces
11. Define and differentiate between Activities of Daily Living and Instrumental Activities of Daily Living.
  12. Identify and demonstrate the functional sequences of dressing and hygiene.
  13. Identify normal feeding and the symptoms of abnormal feeding.
  14. Identify and demonstrate the use and care of adaptive aids to be used for all ADL (Ex. Eating utensils, splints, jobst garments, dressing over ostomy bags....also consider the ergonomics).
  15. Give examples of how to teach ADL to the client with movement problems, weakness, learning/processing problems, visual problems and emotional problems.
  16. Put into action the therapists individual treatment programs that will maintain or improve a client's independence in activities of daily living. (Ex. Hand manipulation skills, grasping and throwing a ball)
  17. Assist with the implementation of ADL programs for the patient with movement problems, visual problems and emotional problems in different environments.
  18. Explain how physical and psychiatric disorders may result in limitations to ADL and IADL.
  19. To identify and implement strategies for working with people who have depression as a secondary diagnosis.
  20. Describe basic energy conservation principles and apply them to ADL and IADL.
  21. Describe the role of occupational therapy in vocational rehabilitation.

**IV. LEARNING ACTIVITIES (Continued)**

22. Recognize appropriate work habits and their application to specific vocational rehabilitation situations.

**D: Communication Skills: Observing and Reporting**

23. To observe, monitor and report any changes in the environment and/or patient's condition that might influence the client's program of activities. (Ex. Changes in Temperature, Pulse and Respiration) (Ex. Changes in mood, or responses)
24. To initiate the process of the O.T.A. recording observations of the client's changes and the treatment plan.

**E: Community Observation Experiences**

25. Participate in any planned observation experiences by therapists as available in the district.

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

Early, M.B., (1998). *Physical Dysfunction Practice Skills for the OTA*. St. Louis: Mosby.

Early, M.B., (2000). *Mental Health Concepts and Techniques for the OTA*. (3<sup>rd</sup> ed.). Lippincott. Williams & Wilkins.

Hansen, R., and Atchison, B. (1993). *Conditions in OT Effects on Occupational Performance*. Williams & Wilkins.

**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.

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.